DESTINATION
Reading™

User Guide

Emergent Literacy and Phonemic Awareness: Course I

Destination Success™ version 1.0

Riverdeep

www.riverdeep.net

Notices

This user manual applies to *Destination Reading: Emergent Literacy and Phonemic Awareness: Course I*—part of the *Destination Success™* solution.

Revisions will be issued from time to time as determined by Riverdeep and will include coverage of updates.

Revisions must be filed and implemented as soon as received. Requests for publications and product training should be made to your Riverdeep account manager.

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User Guide Contents

Introduction to the *Destination Success* Management System 1

Accessing *Destination Success* 2
Open *Destination Success* and Log In 2

The *Destination Success* Management System Overview 4
Navigation Bar 4
Explore Content 5
Curriculum 6
Assessment 7
Class Roster 8
Help 9

Curriculum 10
Assign an Assignment 10
Option 1: Select and Assign Curriculum Based on Riverdeep's Scope and Sequence . . . 10
Option 2: Select and Assign Curriculum Based on State Standards 14
Edit an Assignment 18
Progress Reports 21
Student Progress Reports 22
Class Progress Reports 23

Assessment 24
Pre-Defined Tests 24
Random Tests 25
Assign an Assignment 25
Option 1: Select and Assign Tests Based on Riverdeep's Scope and Sequence 25
Option 2: Select and Assign Tests Based on State Standards 31
Edit a Test 36
Review Test Results 38
Student Progress Reports 43
Student History 43
Single Class/Group Mastery Reports 44
Class Mastery 44
Paper Grading 46

Class Roster 47
Import Students to a Class Roster 47
Export Users' Data and Student Test Results 47
Create/Edit a New Class 47
Add a Student to Your Class Roster 48
Remove a Student from Your Class Roster 50
View a Student's Profile 50

Student's Guide to Using *Destination Success* 52
Standard Menu 52
Log In 52
Main Screen—My Tasks Mode 53
Task Status Menu 54
Main Screen—Exploration Mode 55
View Test Results 56

Simplified Menu 58
Log In 58
Main Screen—My Tasks Mode 60
Test and Assignment Icons 60
Main Screen—Exploration Mode 61

Introduction to the *Destination Reading* Courseware 62
Philosophy and Purpose 62
Content 63

Course Overview—*Destination Reading Course I* 64
Units 64
Unit Structures 64
Product Features 69
Classroom Management 77
DR Course I in Your Classroom 77

Standards and Correlations 82
State Standards 82
The Five Key Early Reading Skills 82

Scope and Sequence 91

Using *Destination Reading Course I* 137
Two Modes 137
Using *DR Course I* in Exploration Mode 137
Using *DR Course I* in My Tasks Mode 140
Using the Writer's Pad 142
Conventions 144

System Requirements 145

Troubleshooting 147

Introduction to the *Destination Success* Management System

The *Destination Success* management system contains a unique combination of comprehensive courseware, curriculum management, standards-based testing, interactive assignments, and progress reporting. The management system provides teachers and administrators with the tools to guide students toward success. The system has the following features:

- Access to interactive Riverdeep K-12 curriculum content
- Complete management for curriculum and assessments
- The ability to track an individual student or a class
- Assessment tools for identifying a student's understanding of curriculum concepts
- Full integration of K–12 core curriculum requirements
- Thousands of test questions

Assessments, assignments, and curriculum are based on Riverdeep's curriculum scope and sequence or state standards. The *Destination Success* management system allows educators to create and modify assignments and assign assessments, which can be tailored to fit the needs of individual students, specific classes, or an entire school. Teachers can easily create, prescribe, and tie software curriculum to specific learning objectives. Together, these features help teachers organize class curricula and clearly communicate expectations to their students.

Accessing *Destination Success*

If your school is using a network version, you can use *Destination Success* from any computer that is connected to the network from your school or classroom. If you are using a stand-alone CD, you can use *Destination Success* by inserting the CD into your computer's CD-ROM drive. You will use a customized browser to open *Destination Success* from its desktop icon.

If you encounter any issues, please contact your System Administrator or email Riverdeep at **schoolsupport@riverdeep.net**.

Open *Destination Success* and Log In

1. If there is a *Destination Success* shortcut or alias on your desktop, double-click the *Destination Success* icon , which will launch a custom browser. If you do not have a shortcut or alias on your desktop, go to your **Start Menu** and select **Programs**. Then select ***Destination Success*** to launch the custom browser.

Note: Your System Administrator may have set up one or more shortcuts to help you access *Destination Success* from your desktop.

2. Type in your pre-assigned user name and password.
3. Click the **Log In** button LOG IN .

If your **User Name** or **Password** doesn't work:

1. Delete previous entries from the user name and password fields.
2. Enter your user name exactly as it was given to you by your System Administrator.
3. Enter your password exactly as it was given to you by your System Administrator. User name and passwords are not case sensitive.
4. Click the **Log In** button

.
5. If you cannot log in to *Destination Success* after three attempts, please contact your System Administrator.

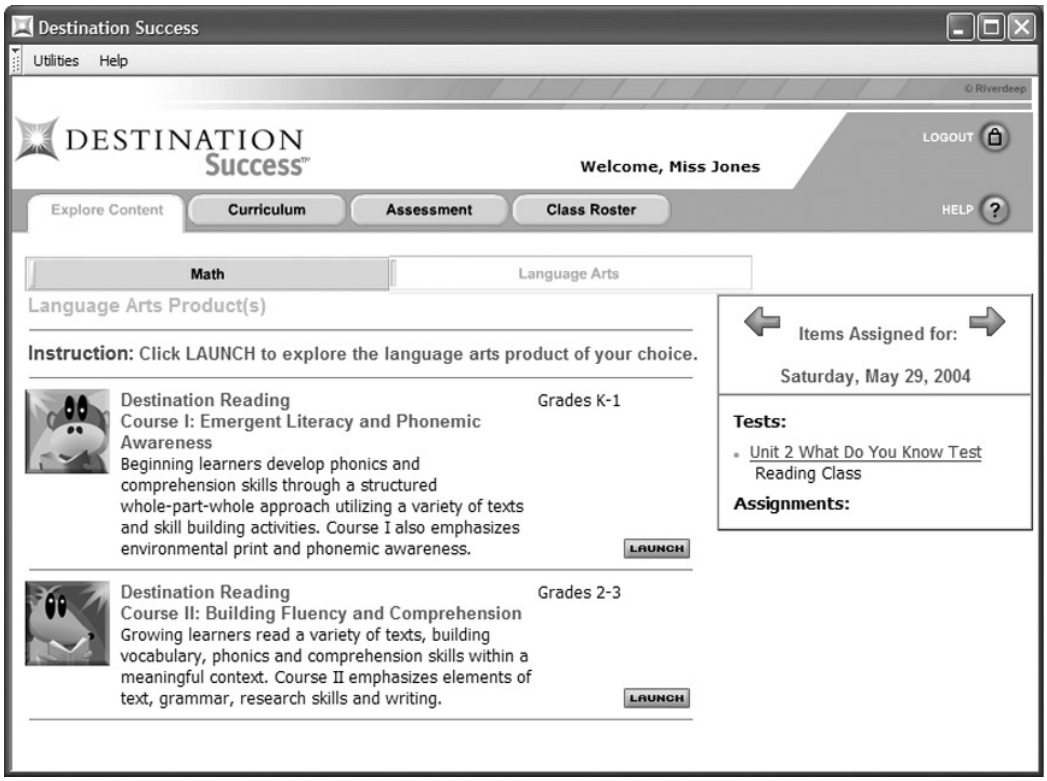
Note: You may wish to have your own student account in order to see what *Destination Success* looks like to students. Please contact your System Administrator to set up a student account for your own use. To see how students log in to *Destination Success*, and what *Destination Success* looks like from a "student's-eye" view, please refer to the *Student's Guide to Using Destination Success* section of this guide.

The *Destination Success* Management System Overview

Navigation Bar

For teachers and administrators, the navigation bar appears at the top of every page of the *Destination Success* management system. Using the navigation bar is a quick and convenient way to jump between different areas of the management system. When you are logged in to *Destination Success* as a teacher, the top portion of your navigation bar always displays four tabs: **Explore Content**, **Curriculum**, **Assessment**, and **Class Roster**. In the lower portion of the navigation bar, the buttons change depending on which tab you click. The navigation bar looks like this:

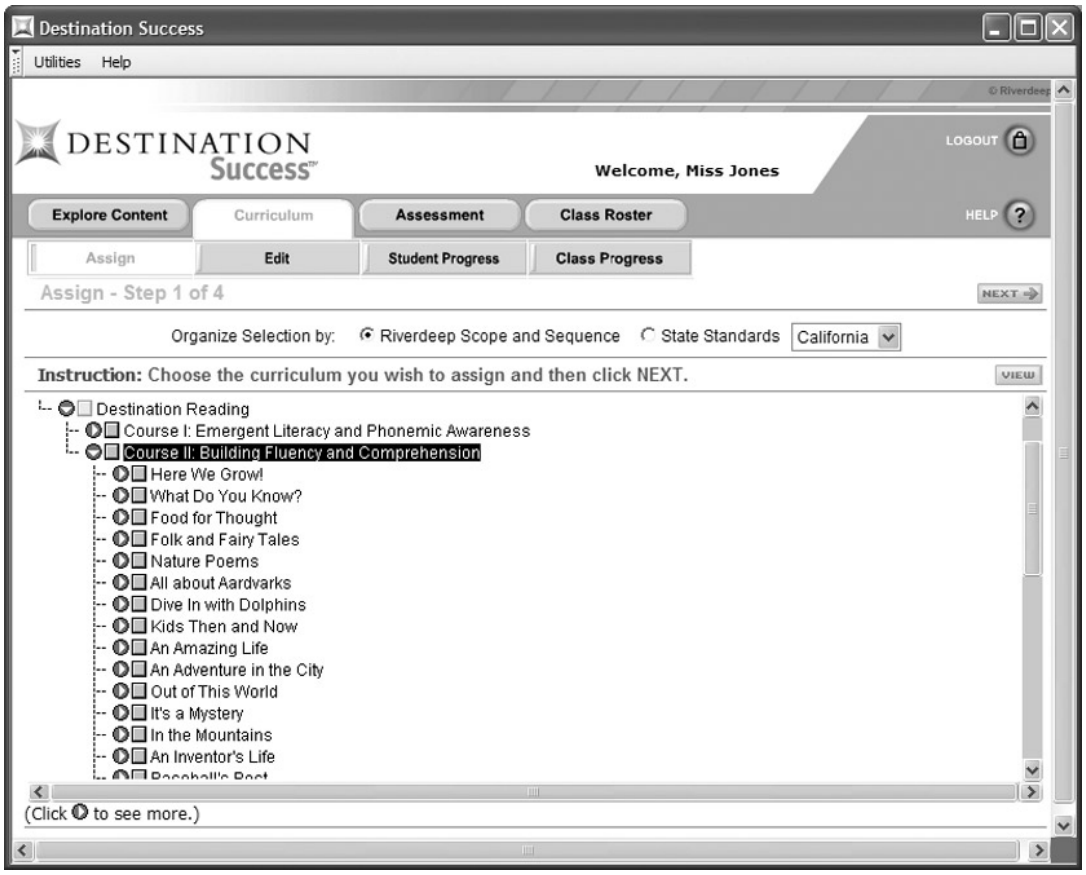
Explore Content


Destination Success
Utilities Help
DESTINATION Success
Welcome, Miss Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Math
Language Arts
Language Arts Product(s)
Instruction: Click LAUNCH to explore the language arts product of your choice.
Destination Reading
Course I: Emergent Literacy and Phonemic Awareness
Grades K-1
Beginning learners develop phonics and comprehension skills through a structured whole-part-whole approach utilizing a variety of texts and skill building activities. Course I also emphasizes environmental print and phonemic awareness.
LAUNCH
Destination Reading
Course II: Building Fluency and Comprehension
Grades 2-3
Growing learners read a variety of texts, building vocabulary, phonics and comprehension skills within a meaningful context. Course II emphasizes elements of text, grammar, research skills and writing.
LAUNCH
Items Assigned for:
Saturday, May 29, 2004
Tests:
Unit 2 What Do You Know Test
Reading Class
Assignments:

Once you have logged in to *Destination Success*, the **Explore Content** page appears. Its navigation bar lists two subjects: Math Math and Language Arts Language Arts. Click the subject of your choice to see the available curricula. Content (software lessons and exercises) is listed with a description, an icon, and a **Launch** button. You can try out the content by clicking the **Launch** button LAUNCH .

The **Explore Content** page also contains your calendar and reminder system. On the right side of the screen, a daily list of Assessments and Assignments appears. You can scroll forward ➡ or backward ⬅ through the calendar by clicking the arrows found on either side of the date. To see details of a listed Test or Assignment, click its listing on the calendar.

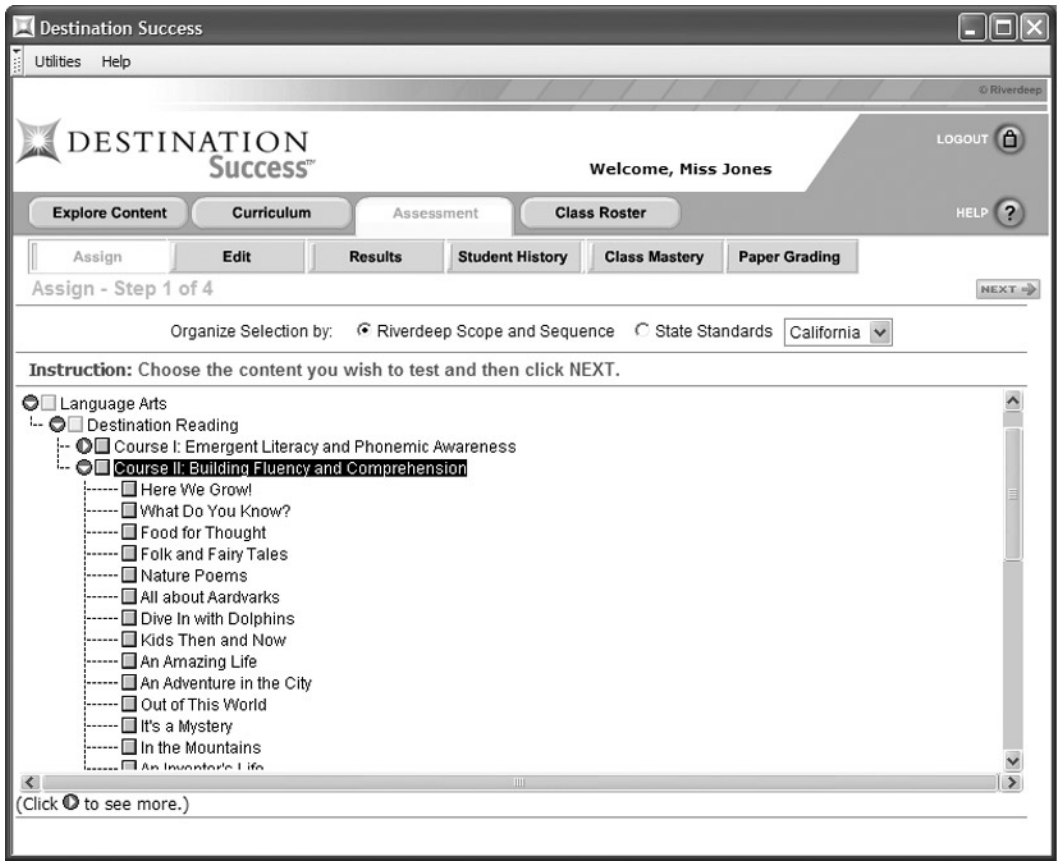
Curriculum



The Curriculum tab has four sections:

- **Assign** – Create an assignment based on Riverdeep's scope and sequence or state standards. You can also view Curriculum or Learning Objectives.
- **Edit** – View a list of and edit student assignments.
- **Student Progress** – View the progress reports of individual students.
- **Class Progress** – View the progress reports of classes.

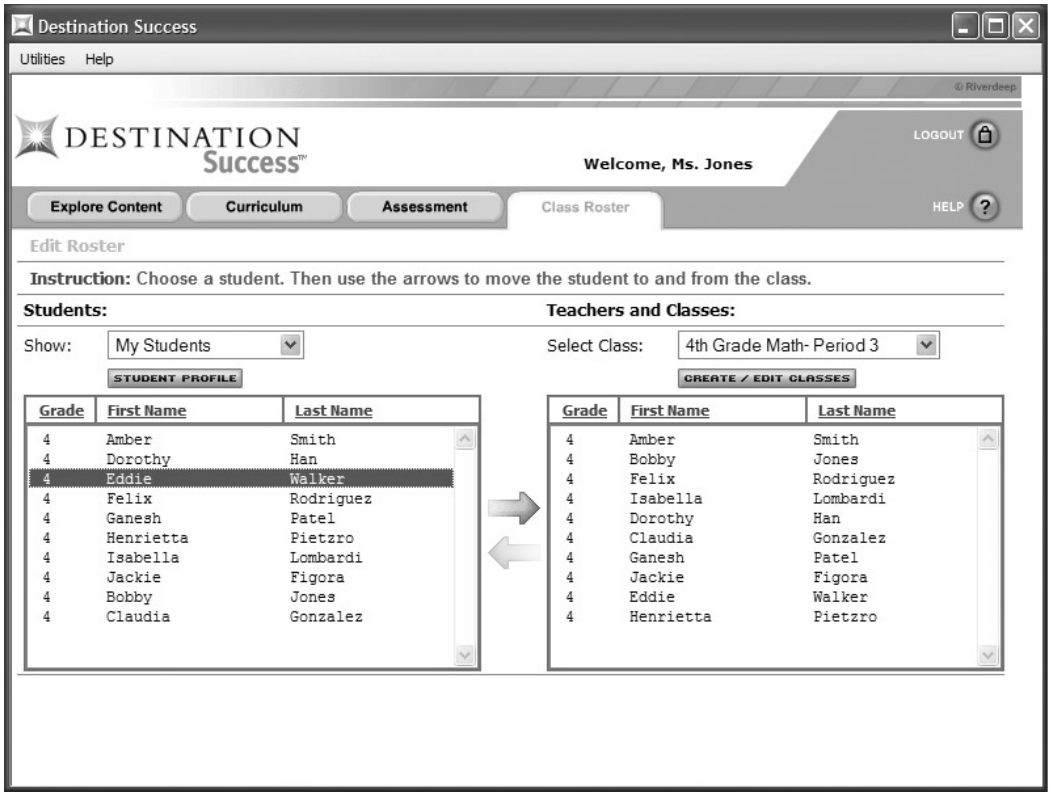
Assessment



The Assessment tab has six sections:

- **Assign** – Choose tests or create random tests based on Riverdeep scope and sequence or state standards. Assign tests to classes and students.
- **Edit** – Cancel an assessment, change assessment parameters, or add/remove students.
- **Results** – View and analyze student responses and correct responses for all questions on any completed tests.
- **Student History** – View test results for an individual student.
- **Class Mastery** – View test results for a class.
- **Paper Grading** – Input student responses for a test administered on paper.

Class Roster



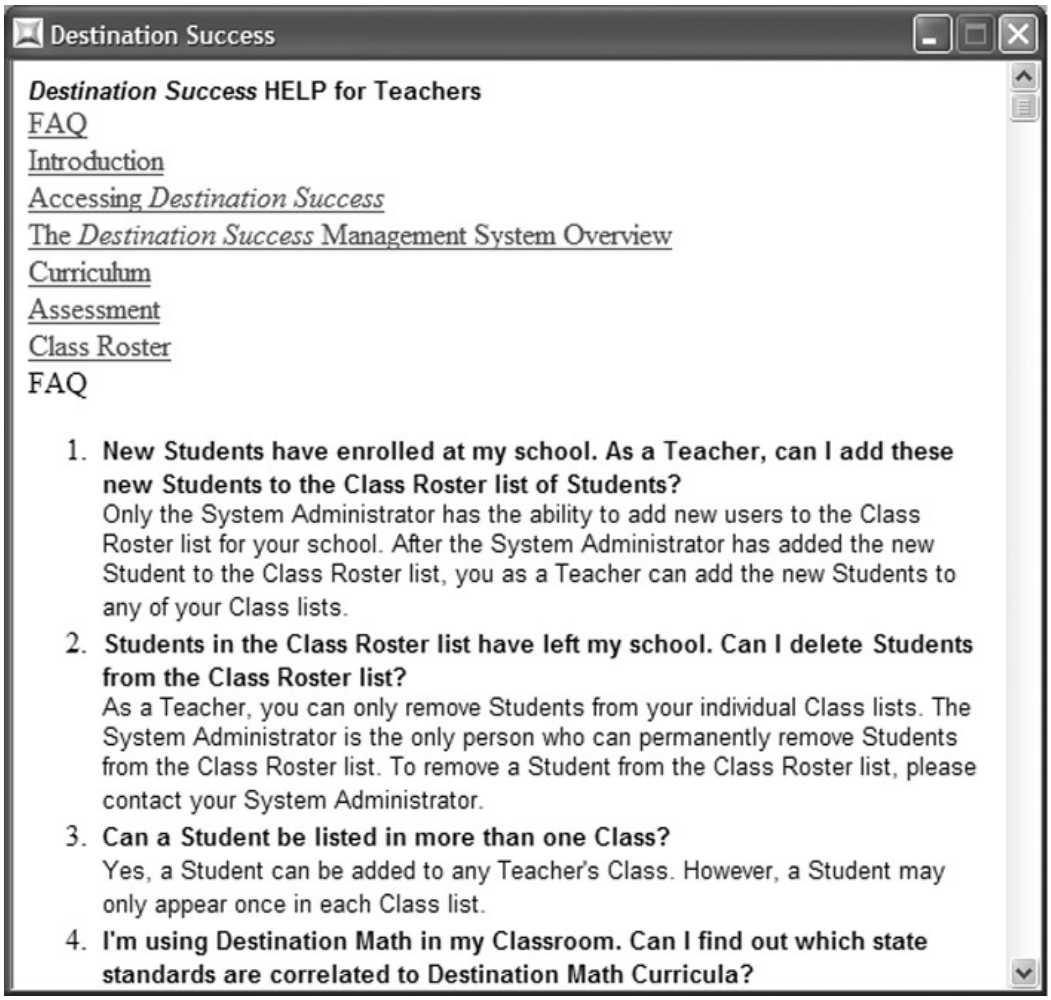
The **Class Roster** tab includes 4 main functions:

- **Student Profile** – View details of selected students in all classes or in your class.
- **Create/ Edit Classes** – Create a new class. For existing classes, rename it, assign grade levels, duplicate the class roster, or delete it permanently.
- **Add** – Add student or students to your Class Roster.
- **Remove** – Remove student or students from your Class Roster.

Help

Click the **Help** button on the navigation bar on the right side. The Help section includes:

- **FAQ** – A list of frequently asked questions with answers about *Destination Success*.
- **Online guide** – The full text of this guide.


Destination Success
Destination Success HELP for Teachers
FAQ
Introduction
Accessing Destination Success
The Destination Success Management System Overview
Curriculum
Assessment
Class Roster
FAQ
1. New Students have enrolled at my school. As a Teacher, can I add these new Students to the Class Roster list of Students?
Only the System Administrator has the ability to add new users to the Class Roster list for your school. After the System Administrator has added the new Student to the Class Roster list, you as a Teacher can add the new Students to any of your Class lists.
2. Students in the Class Roster list have left my school. Can I delete Students from the Class Roster list?
As a Teacher, you can only remove Students from your individual Class lists. The System Administrator is the only person who can permanently remove Students from the Class Roster list. To remove a Student from the Class Roster list, please contact your System Administrator.
3. Can a Student be listed in more than one Class?
Yes, a Student can be added to any Teacher's Class. However, a Student may only appear once in each Class list.
4. I'm using Destination Math in my Classroom. Can I find out which state standards are correlated to Destination Math Curricula?

Curriculum

Software lessons and exercises that you select from the content available in *Destination Success* and assign to students make up the curriculum. Each assignment can include as little as one screen from a course, or as much as a full course.

Assign an Assignment

When you select and assign curriculum, you first choose the content to be included in the assignment. Then you select the classes or students who will do the assignment, and set start and due dates. Finally, you assign the curriculum to students. Those students will now see the assigned curriculum on their assignments list when they log in to *Destination Success*.

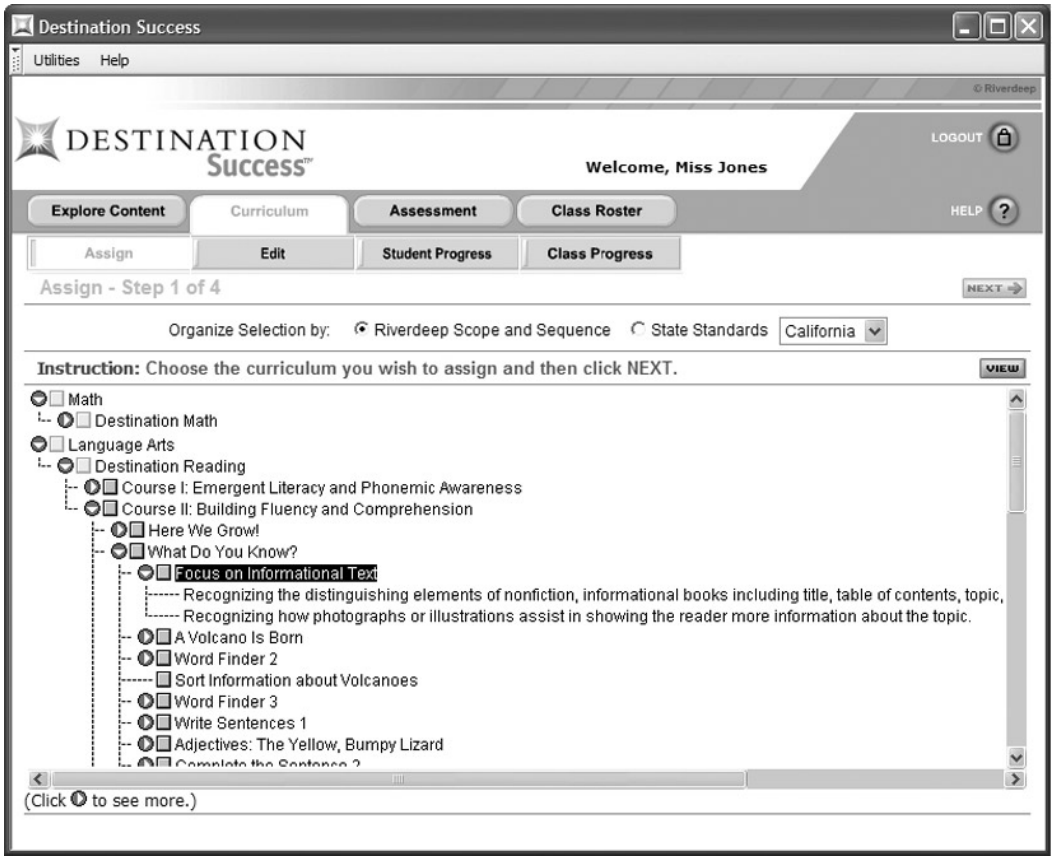
Curricula can be created and assigned independently. You can select and assign a curriculum with content based on either Riverdeep's scope and sequence or state standards.

Option 1: Select and Assign Curriculum Based on Riverdeep's Scope and Sequence

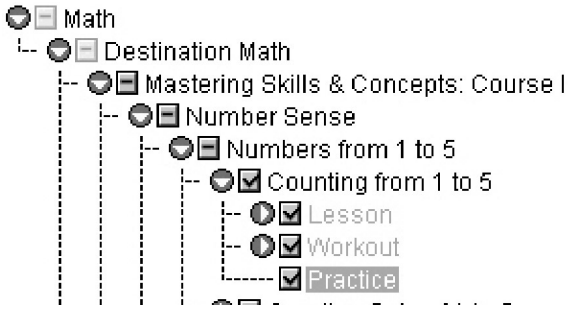
1. Click the **Curriculum** tab

.
2. Click the **Assign** button

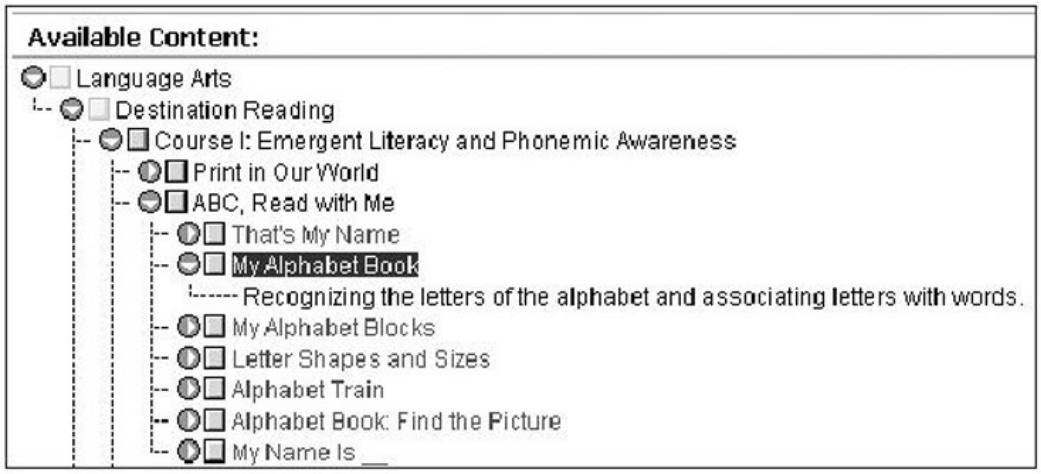
. The **Assign Curriculum** page opens.



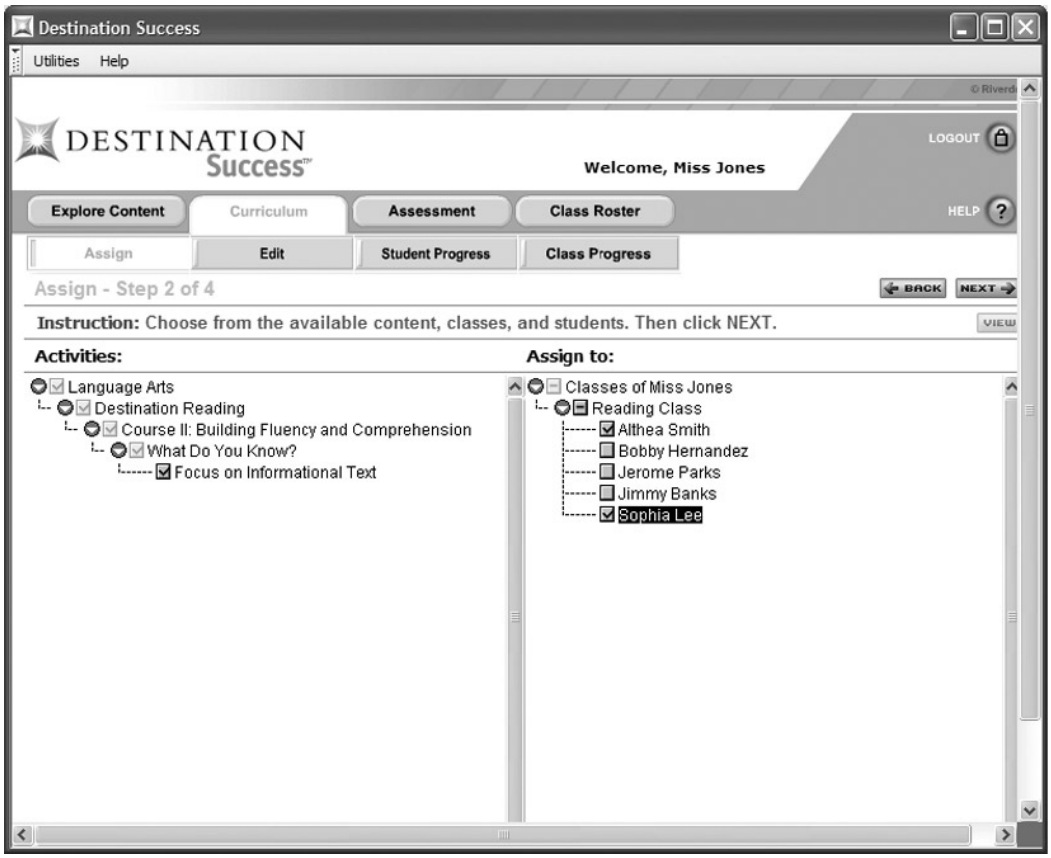
3. Near the top of the **Assign** screen, **Riverdeep Scope and Sequence** is selected by default.
4. A list appears onscreen displaying the available subjects (such as Math and Language Arts) and products (such as *Destination Math* and *Destination Reading*).
5. A green arrow appears to the left of each product. Click this arrow to see the content levels contained within the product.
6. Whenever you see a right-pointing arrow, you can click it to break a content listing down into smaller segments. *Destination Math* content can be broken down into courses; courses into modules; modules into units; units into sessions; sessions into lessons, tutorials, practice areas, and/or workouts; and lessons or tutorials into individual screens.



Destination Reading content can be broken down into courses; courses into units; and units into curriculum. Learning Objective(s) for each activity are also displayed.


Available Content:
Language Arts
Destination Reading
Course I: Emergent Literacy and Phonemic Awareness
Print in Our World
ABC, Read with Me
That's My Name
My Alphabet Book
Recognizing the letters of the alphabet and associating letters with words.
My Alphabet Blocks
Letter Shapes and Sizes
Alphabet Train
Alphabet Book: Find the Picture
My Name Is __

7. To see the Learning Objectives for a specific activity, screen, or workout, click the green arrow next to its listing.
8. When you have finished selecting content by checking the gray checkbox, you may click the **Next** NEXT button located in the upper right corner of the screen beneath the navigation bar to proceed, or click the **View** button VIEW to preview the selected content area.
9. After clicking the **Next** button NEXT, the **Review Selected Curriculum and Select Students** screen appears.



10. On the left side of the screen, the content you have selected is displayed. If you chose content based on scope and sequence, you now see the software lessons and exercises that correspond to the selected content level. (You can edit the selected content by checking or unchecking boxes.)
11. On the right side of the screen, select the class or students to whom you want to assign the activity. (To select individual students, click the green arrow button located to the left of the class. The button changes from to and reveals the students in that class.) Click the check box to the left of each student or class to whom you want to assign this Activity.

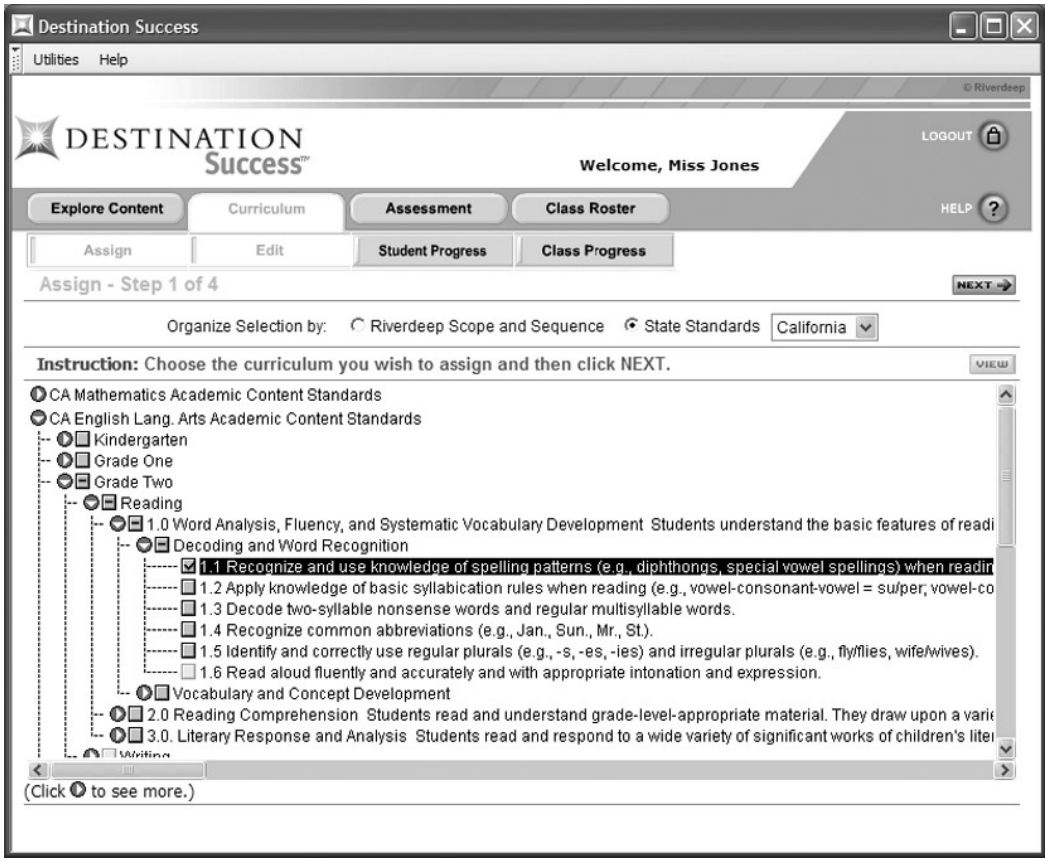
12. Click **Next** NEXT to continue.

13. Enter an **Assignment Name**.
14. Choose a **Start Date** for the assignment.
15. Choose a **Due Date** for the assignment. Leave the boxes blank if you would like to leave the assignment open indefinitely.
16. If you wish to leave instructions for the student to follow, type them in the text box.
17. Click **Next** NEXT to check the Assignment details.
18. A confirmation screen appears:

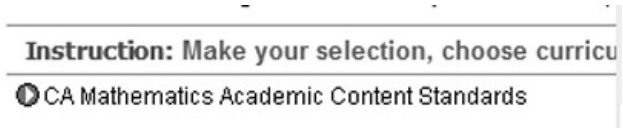
19. Click **Done** DONE to finish.

Option 2: Select and Assign Curriculum Based on State Standards

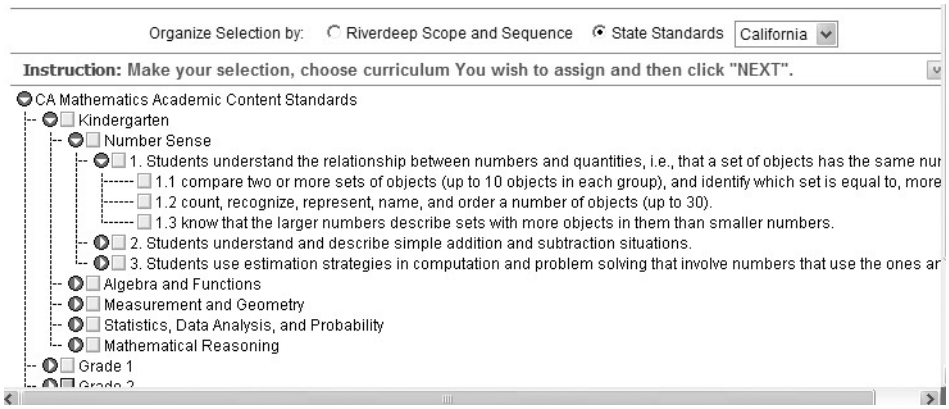
1. Click the **Curriculum** tab Curriculum.
2. Click the **Assign** button Assign. The **Assign Curriculum** page opens.


Destination Success
Utilities Help
DESTINATION Success
Welcome, Miss Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Student Progress
Class Progress
Assign - Step 1 of 4
NEXT
Organize Selection by: Riverdeep Scope and Sequence State Standards California
Instruction: Choose the curriculum you wish to assign and then click NEXT.
VIEW
CA Mathematics Academic Content Standards
CA English Lang. Arts Academic Content Standards
Kindergarten
Grade One
Grade Two
Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of readi
Decoding and Word Recognition
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when readin
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-co
1.3 Decode two-syllable nonsense words and regular multisyllable words.
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
Vocabulary and Concept Development
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a varie
3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's liter
(Click to see more.)

3. Near the top of the **Assign** screen, click the circle next to **State Standards**.
4. Select the Course and a list appears on screen, displaying the available standards for your state (for example, *CA Mathematics Academic Content Standards*).

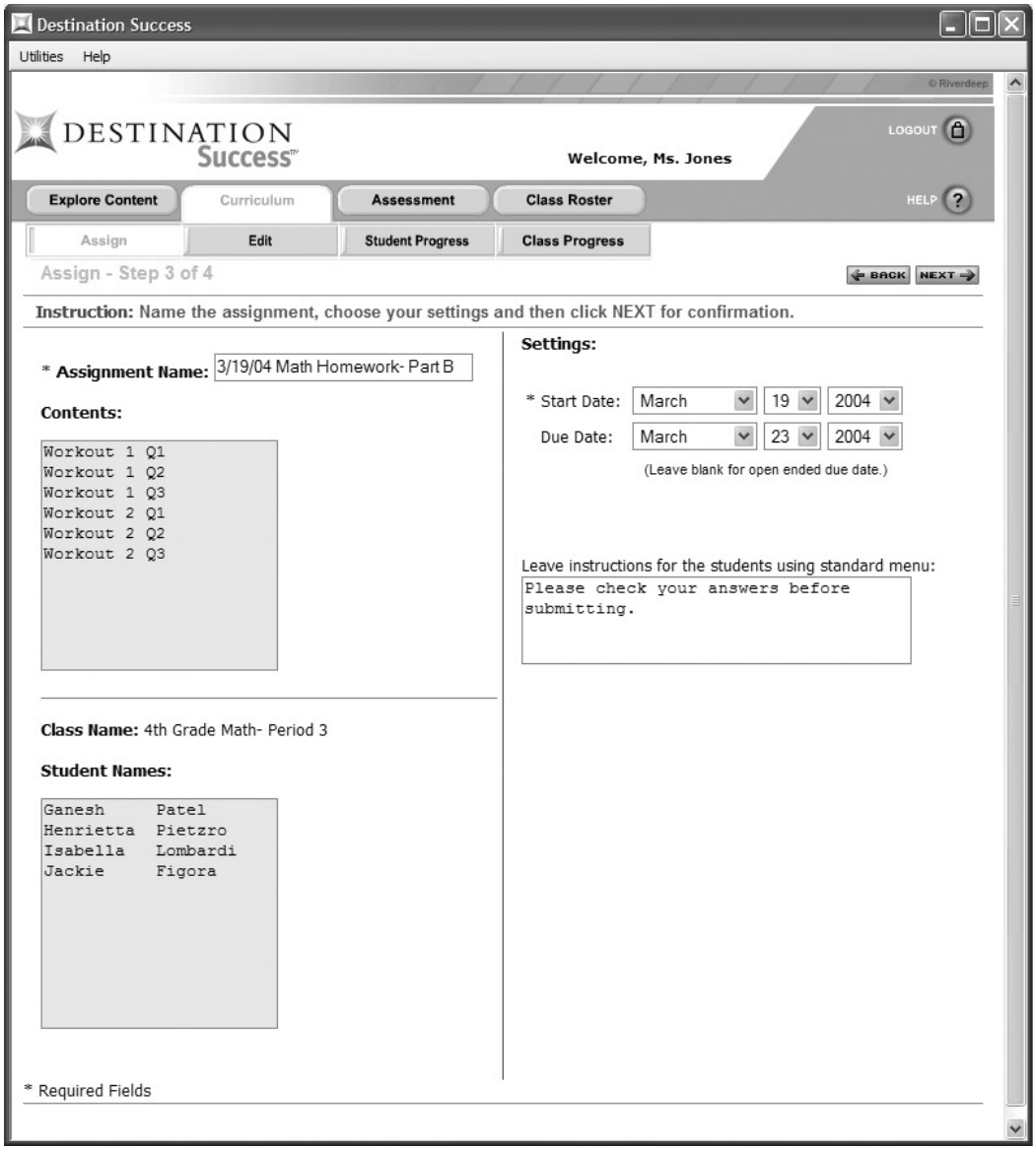


5. A green arrow button appears to the left of the standard. Click this arrow to see the benchmarks within the standard.
6. Whenever you see a right-pointing arrow, you can click it to break a listing down into smaller pieces.


Organize Selection by: Riverdeep Scope and Sequence State Standards California
Instruction: Make your selection, choose curriculum You wish to assign and then click "NEXT".
CA Mathematics Academic Content Standards
Kindergarten
Number Sense
1. Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same nur
1.1 compare two or more sets of objects (up to 10 objects in each group), and identify which set is equal to, more
1.2 count, recognize, represent, name, and order a number of objects (up to 30).
1.3 know that the larger numbers describe sets with more objects in them than smaller numbers.
2. Students understand and describe simple addition and subtraction situations.
3. Students use estimation strategies in computation and problem solving that involve numbers that use the ones ar
Algebra and Functions
Measurement and Geometry
Statistics, Data Analysis, and Probability
Mathematical Reasoning
Grade 1

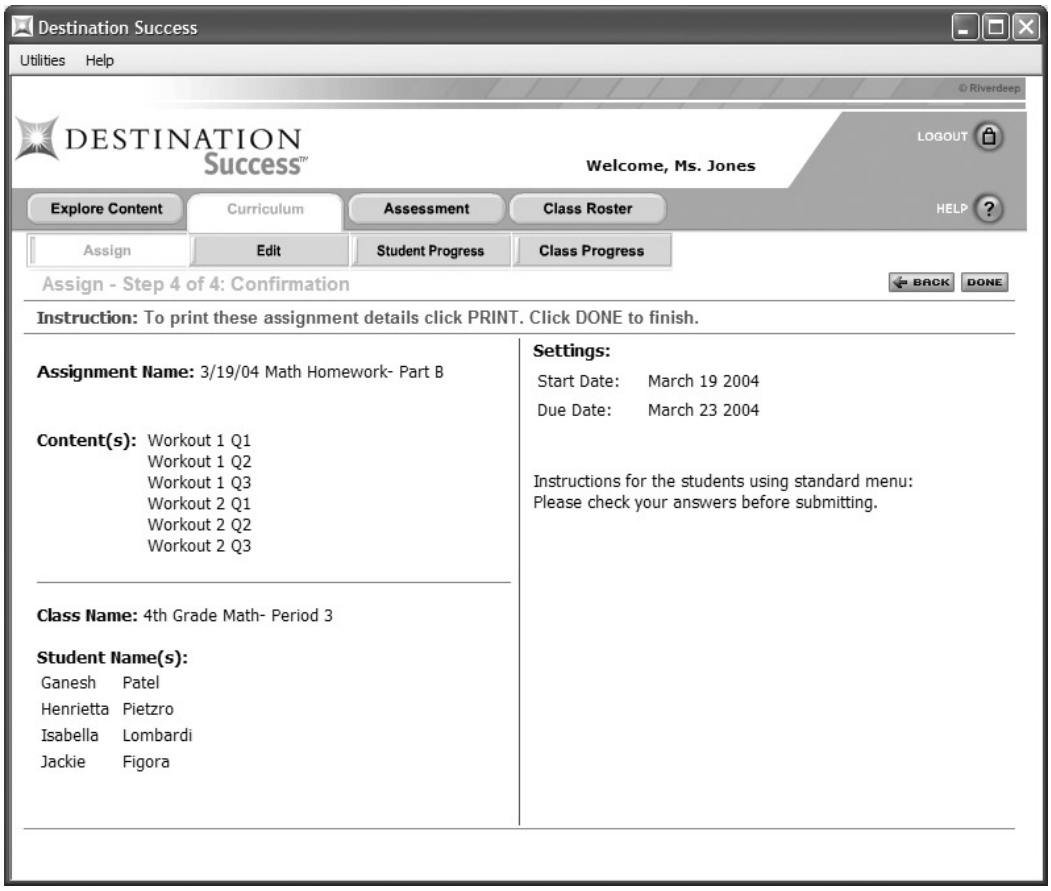
7. To select a standard you would like to cover, click the check box next to its listing. You can add as much content as necessary—from a full strand to a smaller portion of the strand. Add as many items as you like.
8. To remove content, click the check box a second time to remove the check mark.
9. When you have finished adding content, click the **Next** button NEXT located in the upper right corner of the screen beneath the navigation bar.
10. The **Review Selected Curriculum and Select Students** screen appears.

11. On the left side of the screen, the content you have selected is displayed. If you chose content based on state standards, you will see the software lessons and exercises that correspond to those standards. (You can modify the selected content by checking or unchecking boxes.)
12. On the right side of the screen, select the class or students to whom you want to assign the Activity. (To select individual students, click the green arrow button located to the left of the class. The button changes from to and reveals the students in that class.) Click the check box to the left of each student or class to whom you want to assign this Activity.
13. Click the **Next** button NEXT to continue.



14. Enter an **Assignment Name**.
15. Choose a **Start Date** for the assignment.
16. Choose a **Due Date** for the assignment. Leave the boxes blank if you would like to leave the assignment open indefinitely.
17. If you wish to leave instructions for the student to follow, type them in the text box.
18. Click **Next** NEXT to check the assignment details.

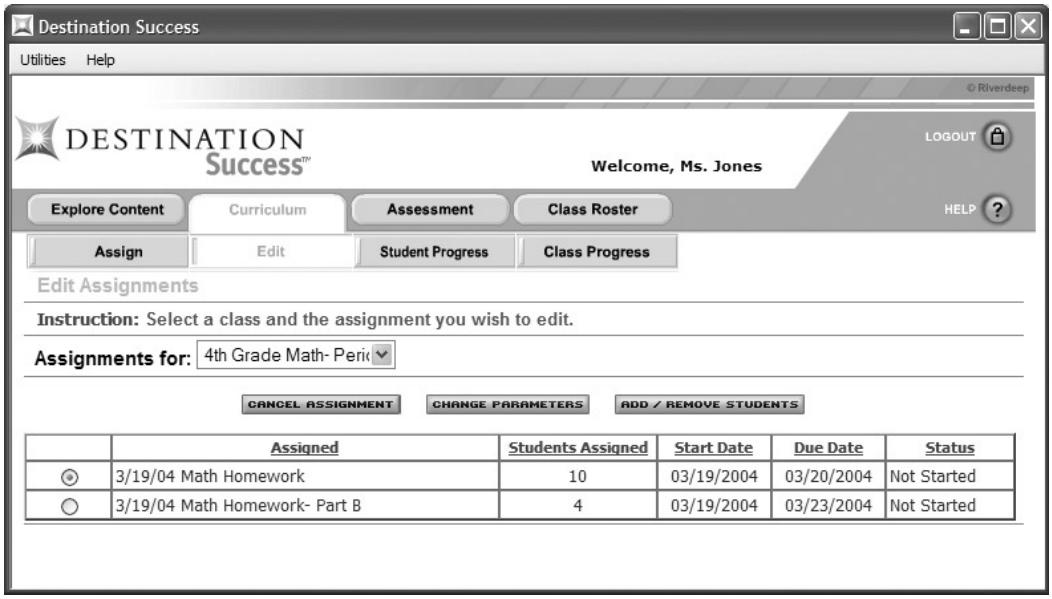
19. A confirmation screen appears:



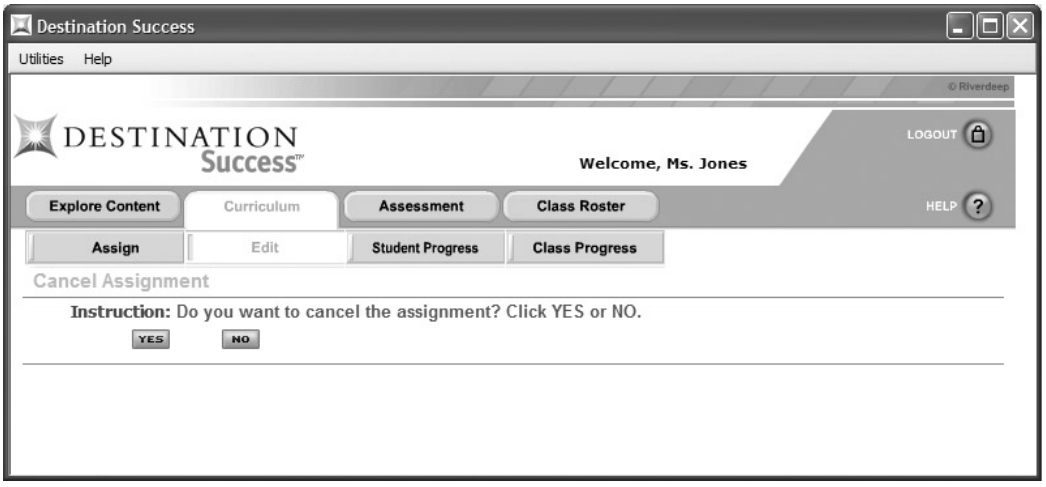
20. Click **Done** DONE to finish.

Edit an Assignment

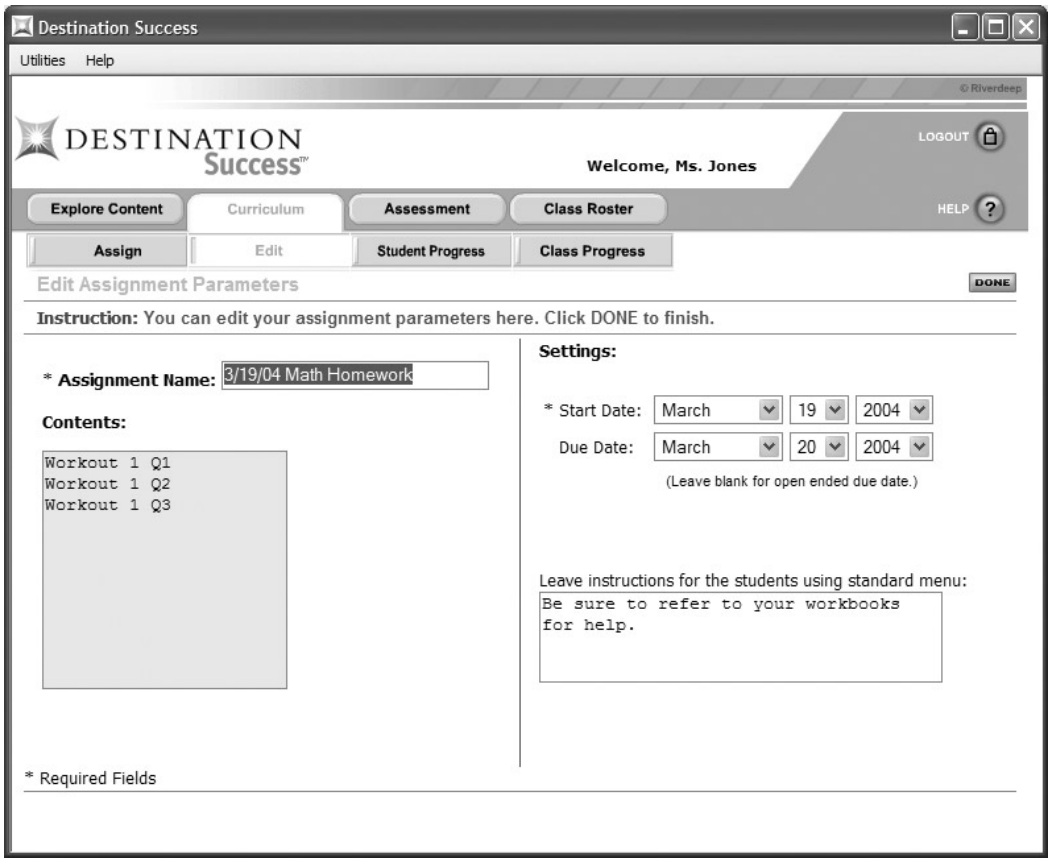
1. Click the **Curriculum** tab Curriculum .
2. Click the **Edit** button Edit .



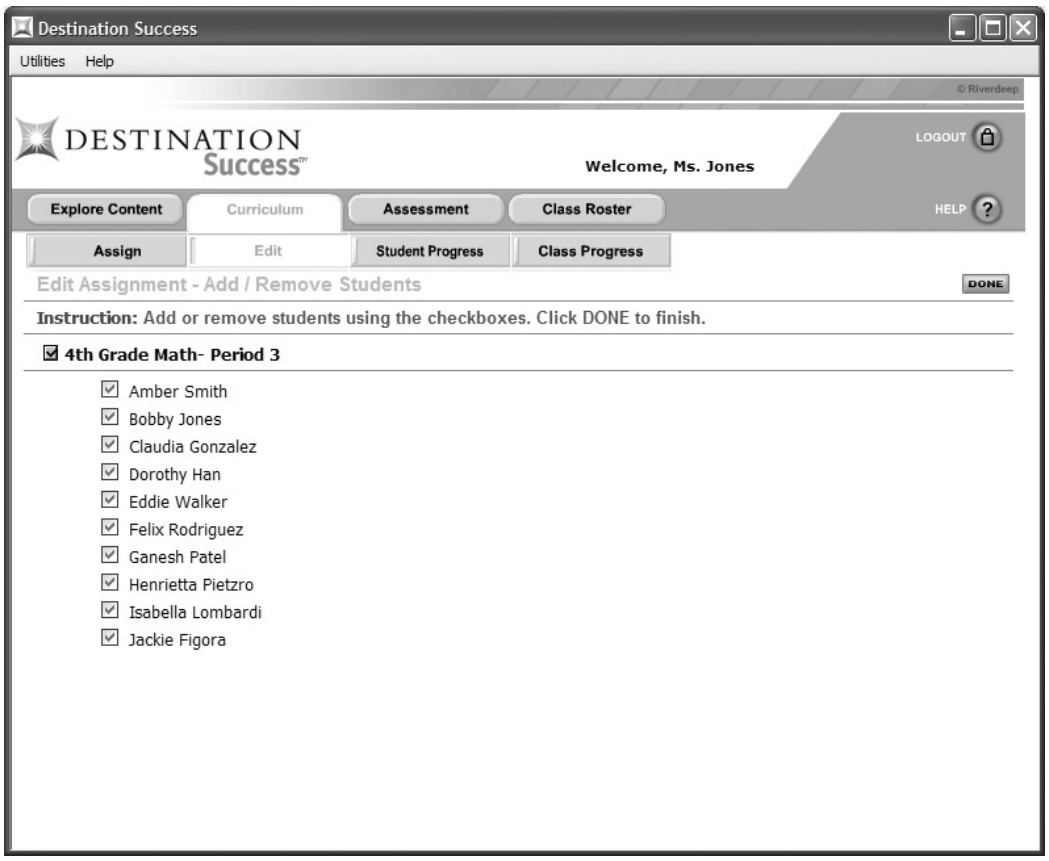
3. A list of all Assignments is displayed.
4. Information available on this page includes the following:
   - **Assigned** – The name of the Assignment.
   - **Students Assigned** – The number of students assigned to the assignment.
   - **Start Date** – The date the Assignment started.
   - **Due Date** – The date the Assignment is due.
   - **Status** – Whether or not started or completed.
5. You can use the buttons on this page for any assignment which has not started yet to:
   - Cancel the selected Assignment [CANCEL ASSIGNMENT] if it has not been started by any students.
     - A confirmation screen will appear. Click the **Yes** button [YES] to cancel an assignment. Click the **No** button [NO] to return to the previous screen. Note that once an assignment is cancelled, it cannot be restored. It must be assigned once again.



- Change Parameters CHANGE PARAMETERS if the assignment has not been started by any students.
  - Change settings such as assignment name, start date, due date, and/or instructions.
  - Click **Done** DONE when finished.



- Add/Remove students ADD / REMOVE STUDENTS if the assignment has not been started by any students.
  - A class list appears.
  - Click or unclick individual student names to add or remove students.
  - Click **Done** DONE when finished.



Progress Reports

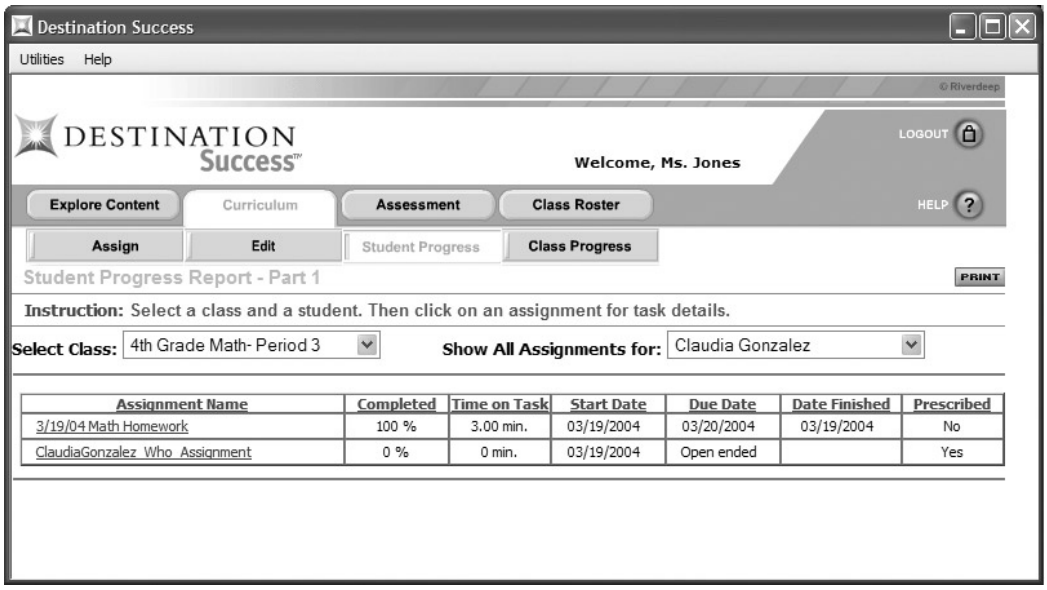
Progress Reports allow you to see how a student or class is doing on Curriculum a teacher has assigned. You can view progress reports on a whole class or an individual student.

Student Progress Reports

1. Click the **Curriculum** tab

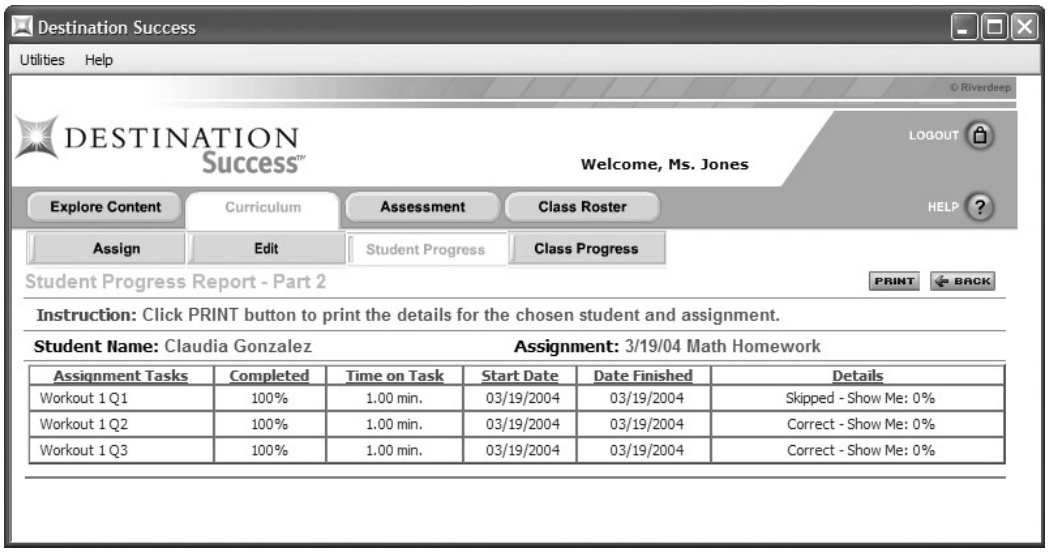
.
2. Click the **Student Progress** button

.
3. The **Student Progress Report** screen opens.
4. From the **Select Class** menu, select the student's class.
5. From the **Show All Assignments for** menu, select the student.
6. The student's progress is displayed:


Destination Success
Utilities Help
© Riverdeep
DESTINATION Success
Welcome, Ms. Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Student Progress
Class Progress
Student Progress Report - Part 1
PRINT
Instruction: Select a class and a student. Then click on an assignment for task details.
Select Class: 4th Grade Math- Period 3
Show All Assignments for: Claudia Gonzalez
Assignment Name | Completed | Time on Task | Start Date | Due Date | Date Finished | Prescribed
3/19/04 Math Homework | 100 % | 3.00 min. | 03/19/2004 | 03/20/2004 | 03/19/2004 | No
ClaudiaGonzalez_Who_Assignment | 0 % | 0 min. | 03/19/2004 | Open ended | | Yes

7. You can print the student progress report by selecting the **Print** button

.
8. Click on the **Assignment Name** to see the detailed progress report on this assignment.


Destination Success
Utilities Help
© Riverdeep
DESTINATION Success
Welcome, Ms. Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Student Progress
Class Progress
Student Progress Report - Part 2
PRINT
BACK
Instruction: Click PRINT button to print the details for the chosen student and assignment.
Student Name: Claudia Gonzalez
Assignment: 3/19/04 Math Homework
Assignment Tasks | Completed | Time on Task | Start Date | Date Finished | Details
Workout 1 Q1 | 100% | 1.00 min. | 03/19/2004 | 03/19/2004 | Skipped - Show Me: 0%
Workout 1 Q2 | 100% | 1.00 min. | 03/19/2004 | 03/19/2004 | Correct - Show Me: 0%
Workout 1 Q3 | 100% | 1.00 min. | 03/19/2004 | 03/19/2004 | Correct - Show Me: 0%

9. You can print the student assignment task report by selecting the **Print** button

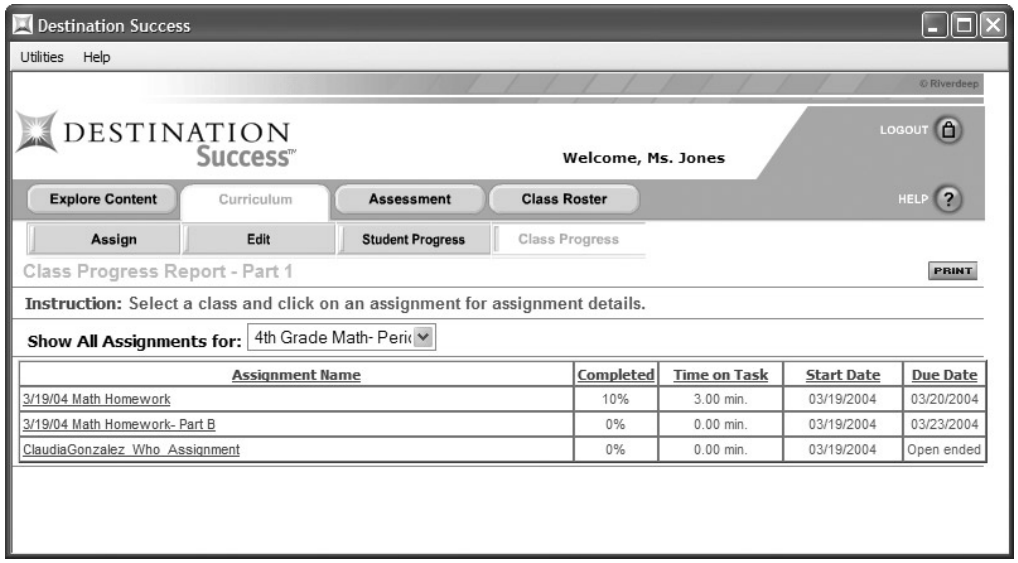
.

Class Progress Reports

1. Click the **Curriculum** tab

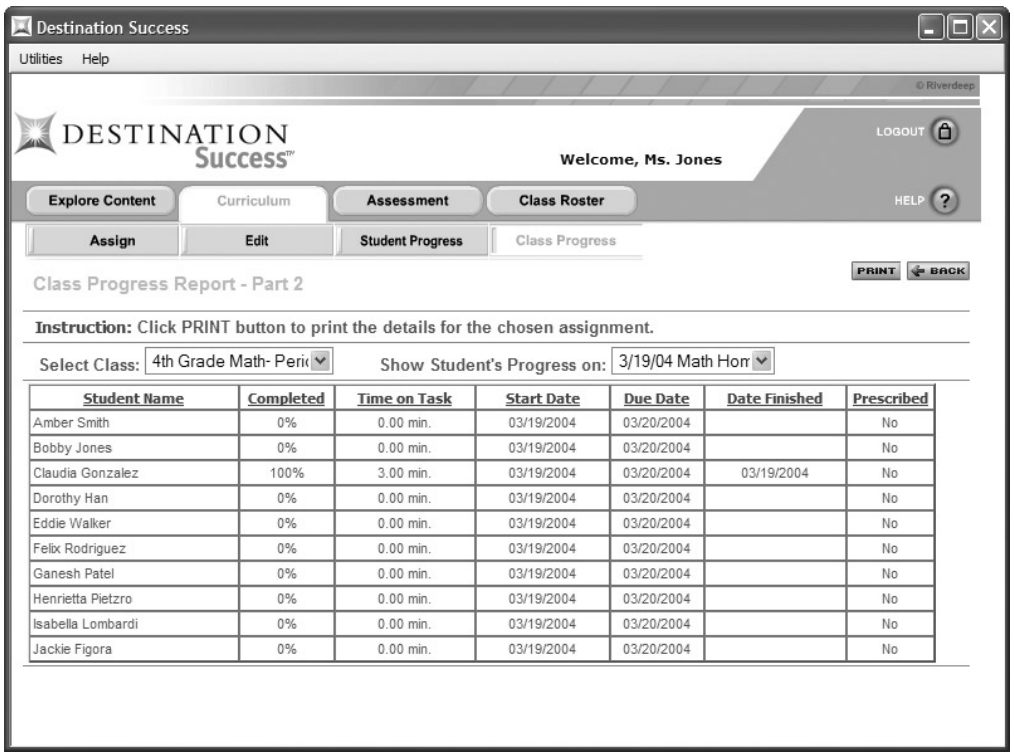
.
2. Click the **Class Progress** button

.
3. The **Class Progress Reports** screen opens.
4. From the **Show All Assignments for** menu, select the class.
5. The class progress is displayed:



6. You can print the class progress report by selecting the **Print** button

.
7. Click on the **Assignment Name** to see the detailed progress report on this assignment.



8. You can print the student list report by selecting the **Print** button

.

Assessment

The *Destination Success* management system provides assessment tools for identifying a student's understanding of curriculum concepts. Educators have visibility into student performance through immediate test scoring and progress reports. All assessments can be previewed prior to administering a test. Students who do not exceed the pass rate set by educators on assessments can be prescribed additional curriculum content from *DR I*.

For details on assessment tools, please refer to the Assessment section in the *User Guide*.

Pre-Defined Tests

To enable the educator to monitor student achievement and progress, the Destination Success management system provides 88 pre-defined tests for *DR I*. These tests have been carefully structured to provide comprehensive coverage of the learning objectives at the Course and Unit levels, with question distribution reflecting the relative importance of learning objectives. The tests are designed to be of average difficulty, with the occasional easy or more-challenging items to help provide a clearer picture of student mastery of the material.

There are three pre-defined tests available at the Course level, each consisting of 20 questions. There are five pre-defined tests for every Unit in the course, each of which consists of five questions. Additional tests may be created using the Random Test function from *DR I*.

To enable pre-testing and post-testing, and to allow for make-up tests, the items in Course Test A and C are exactly parallel in terms of learning objectives, structure, and difficulty level. This allows for a more accurate and valid comparison of results on the two tests.

Unit tests, in contrast, vary in the topics they cover. This allows for the broadest possible coverage of the unit's learning objectives. In addition, the distribution of learning objectives with a unit's test questions reflects the relative emphasis of these objectives in the *DR I* activities.

The numerous critical thinking and writing objectives within *DR I* can be assessed using the documents that are available in the Printed Materials section of *Destination Success*. These documents outline teaching strategies and methods for testing these intangible learning objectives.

Random Tests

In addition to the predefined tests, educators can generate an unlimited number of random tests at Unit and Course levels. The number of questions in a random test will correspond to the selected test level. For example, a Unit level random test will contain 5 questions while a Course level random test will contain 20 questions. The *Destination Success* random test generation feature draws upon a pool of thousands of test items to create the desired test.

For details on creating and assigning tests, please refer to the Assessment section in the User Guide.

Assign an Assignment

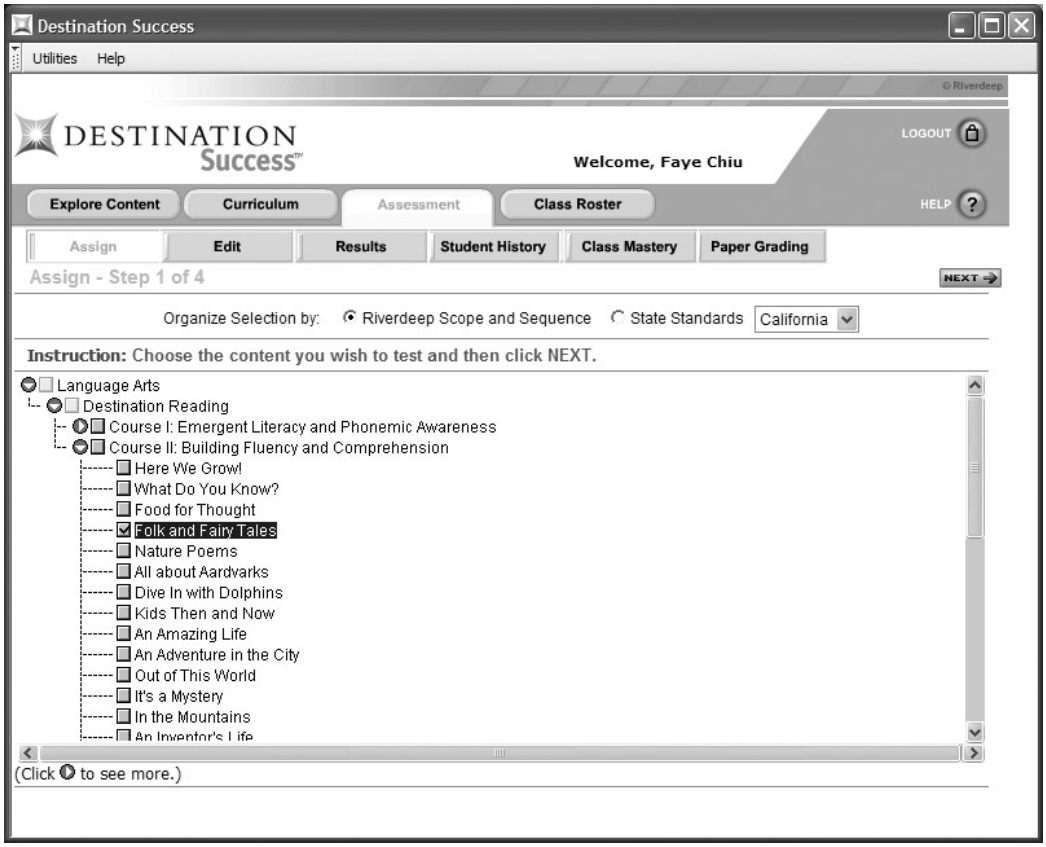
It's easy to choose tests from the bank of tests provided in *Destination Success*. You can choose tests based either on Riverdeep's scope and sequence or state standards.

Option 1: Select and Assign Tests Based on Riverdeep's Scope and Sequence

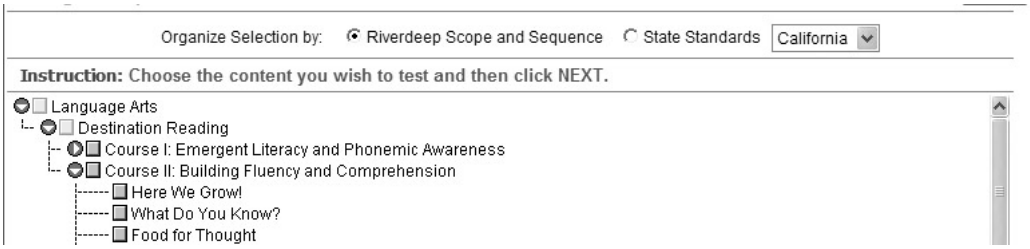
1. Click the **Assessment** tab

.
2. Click the **Assign** button

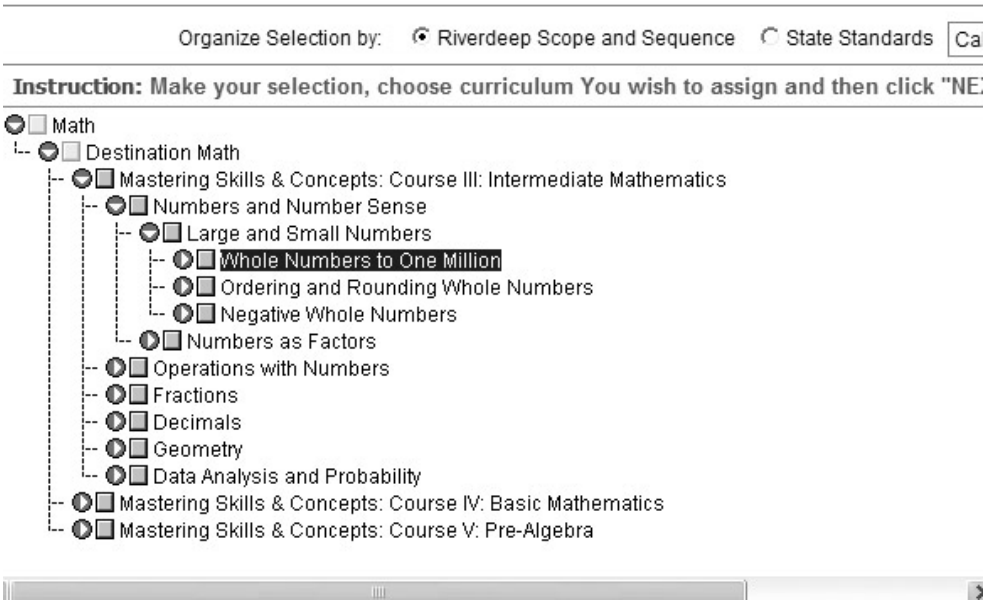
.
3. The **Assign-Step 1** screen opens.



4. Near the top of the **Assign** screen, **Riverdeep Scope and Sequence** is selected by default.
5. A list appears on screen, displaying the available subjects (such as Math and Language Arts) and products (such as *Destination Math* and *Destination Reading*).
6. A green arrow appears to the left of each product. Click this arrow to see the courses contained within the product.

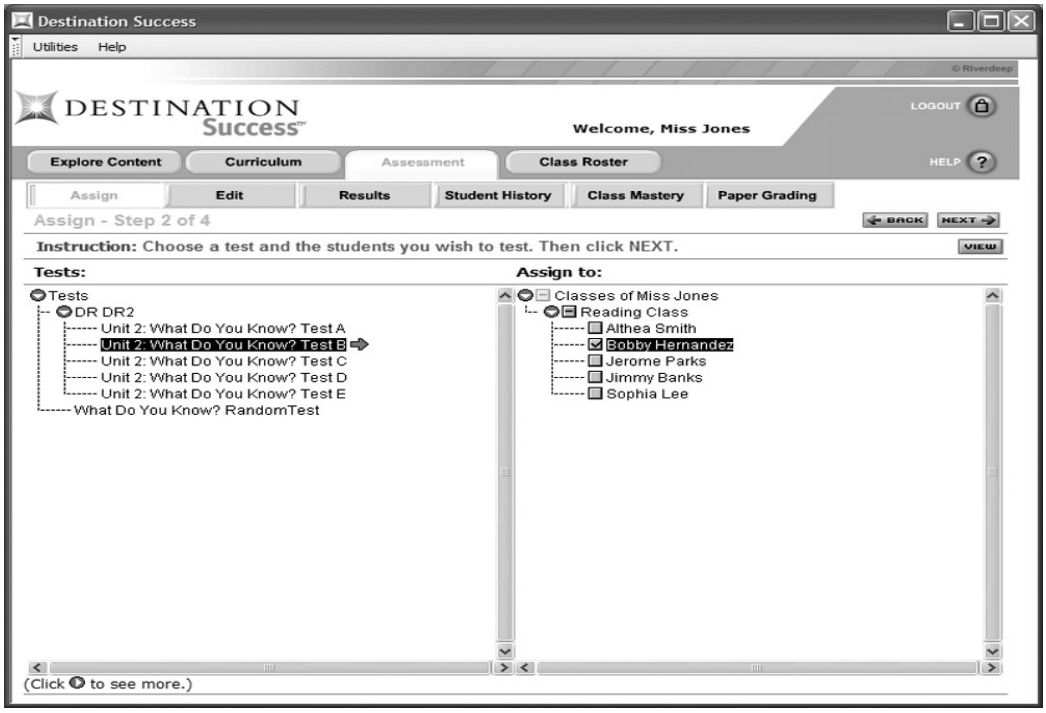

Organize Selection by: Riverdeep Scope and Sequence State Standards California
Instruction: Choose the content you wish to test and then click NEXT.
Language Arts
Destination Reading
Course I: Emergent Literacy and Phonemic Awareness
Course II: Building Fluency and Comprehension
Here We Grow!
What Do You Know?
Food for Thought

7. Whenever you see a right-pointing arrow, you can click it to break a content listing down into smaller segments.


Organize Selection by: Riverdeep Scope and Sequence State Standards
Instruction: Make your selection, choose curriculum You wish to assign and then click "NE
Math
Destination Math
Mastering Skills & Concepts: Course III: Intermediate Mathematics
Numbers and Number Sense
Large and Small Numbers
Whole Numbers to One Million
Ordering and Rounding Whole Numbers
Negative Whole Numbers
Numbers as Factors
Operations with Numbers
Fractions
Decimals
Geometry
Data Analysis and Probability
Mastering Skills & Concepts: Course IV: Basic Mathematics
Mastering Skills & Concepts: Course V: Pre-Algebra

8. Select the desired scope and sequence or content level and click the **Next** button NEXT .

9. The **Assign - Step 2** screen opens. This screen previews all available tests for your selected content level. You may chose from fixed tests or create a random test based on the selected scope and sequence. Available assessments are listed on the screen.



10. To select a test, click its listing. A green arrow appears .

11. On the right side of the screen, classes are listed. A green arrow appears to the left of some items on the list. Whenever you see a right-pointing arrow , you can click it to see the classes or students within that item. Click a check box to select a class or student. (You can select 1 class only and more than one student in the class.)

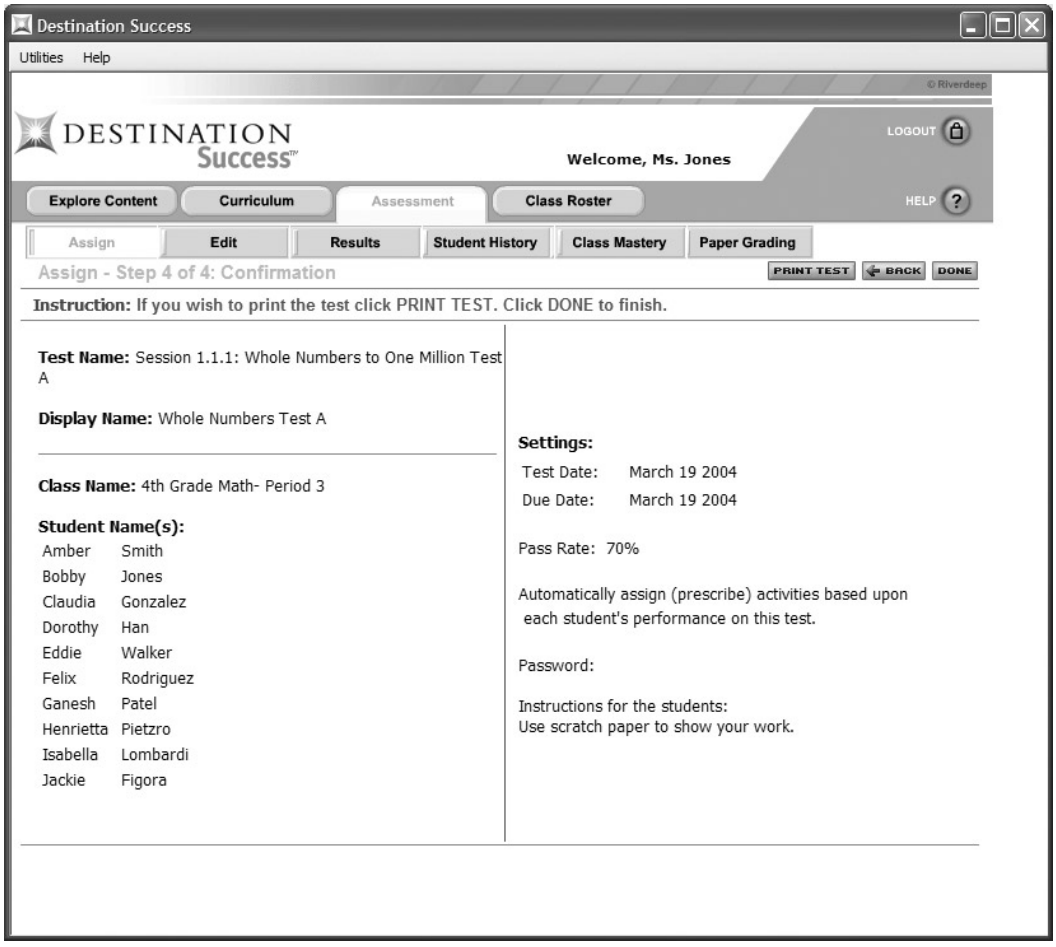
12. You may also preview a test prior to assigning it by clicking the blue **View** button VIEW on the right. A new window will appear to preview the test. Select the **Next** button NEXT on the test preview screen to see the correct answers. Close the window by clicking the **Exit** button on the lower left or click the red **X** on the upper right corner.

13. When you are finished with selecting the test and the assigned class, click the **Next** NEXT button to continue.

14. The **Assign - Step 3** screen opens. This screen allows you to rename a test and set test date, due date, pass rate, calculator usage, password, and test instructions.

15. From the **Test Date** pull-down menu, select the month, day, and year that students will take the test.
16. From the **Due Date** pull-down menu, select the month, day, and year for the last date on which students can make up the test.
17. In the **Pass Rate** box, enter the percentage of questions students must answer correctly to pass the test. (You can set this anywhere between 0% and 100%.)
18. **Optional**: In the **Allow Usage of Calculator** box, check the box if you would like to enable students to use a calculator.
19. **Optional**: Place a check in the **Automatically assign (prescribe) activities based upon each student's performance on this test** if you want *Destination Success* to do this.
20. **Optional**: In the **Set Password** box, enter a password that students must type in to take the test. Leave this blank if you do not want to use a password.

21. **Optional**: In the **Leave instructions for the students** box, type any instructions you want to appear on the test and on the automatically prescribed assignment, if chosen.
22. When you are finished, click the **Next** button NEXT .
23. Confirmation screen appears. You may print the selected test by clicking on the **Print Test** button PRINT TEST .
    - A pop-up window appears, saying, **"This will Assign the test before Printing the test. Do You wish to continue."** Click **OK** to assign the test and to continue the printing process. Click **Cance**l to go back and make changes.
    - If you clicked **OK**, a second pop-up window appears, saying "Click **OK** to Print the test with Correct Answers. Clicking Cancel will Print the test without Correct Answers." Click **OK** to print the test with answers. Click **Cancel** to print the test without answers.
    - A window will appear with the test, answer sheet, and, if chosen, the answer key. **Hit Ctrl+P** to print.



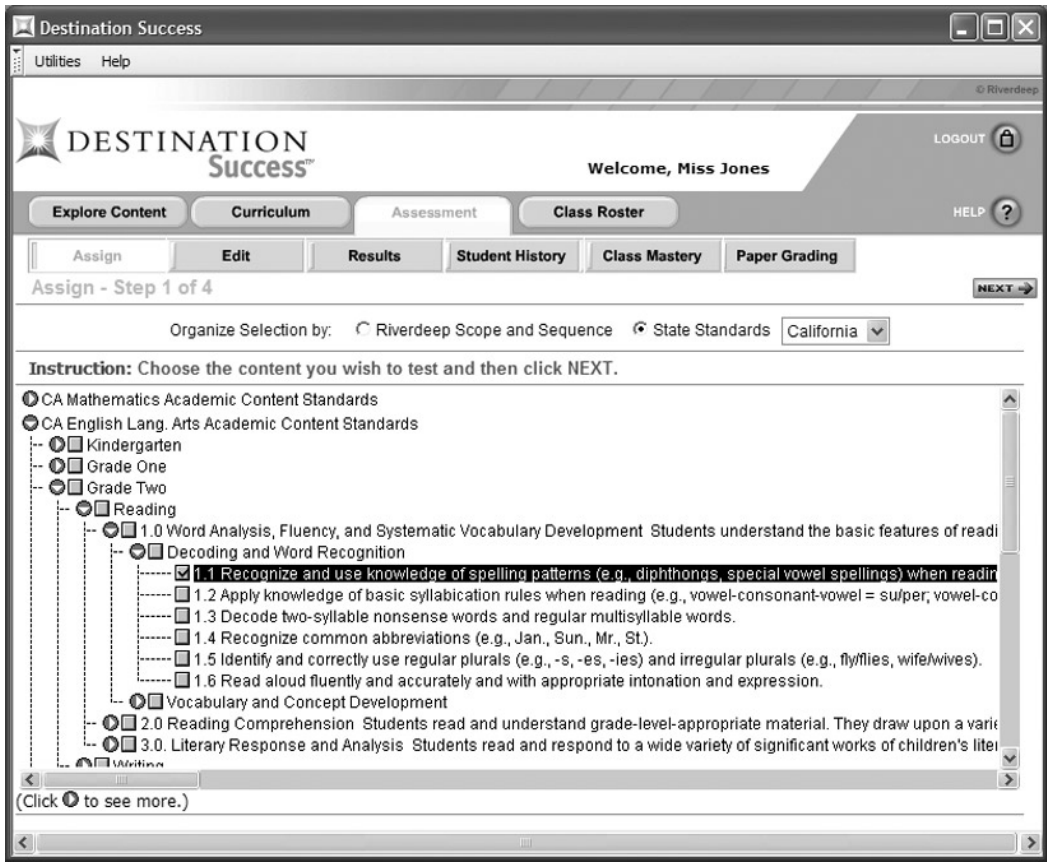
24. When you are finished, click the **Done** button DONE .

Option 2: Select and Assign Tests Based on State Standards

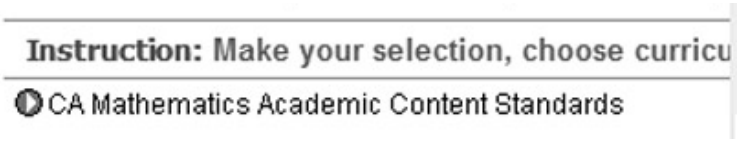
1. Click the **Assessment** tab

.
2. Click the **Assign** button

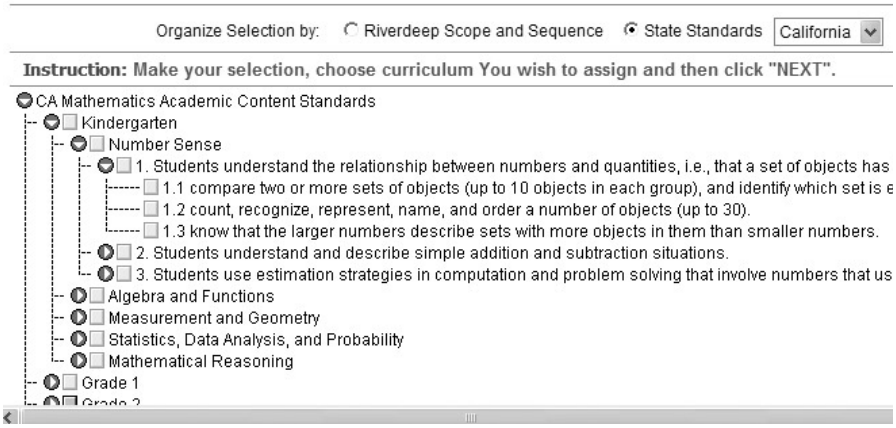
.
3. The **Assign - Step 1** screen opens.


Destination Success
Utilities Help
DESTINATION Success
Welcome, Miss Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Results
Student History
Class Mastery
Paper Grading
Assign - Step 1 of 4
NEXT
Organize Selection by: Riverdeep Scope and Sequence State Standards California
Instruction: Choose the content you wish to test and then click NEXT.
CA Mathematics Academic Content Standards
CA English Lang. Arts Academic Content Standards
Kindergarten
Grade One
Grade Two
Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of readi
Decoding and Word Recognition
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when readin
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-co
1.3 Decode two-syllable nonsense words and regular multisyllable words.
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
Vocabulary and Concept Development
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a varie
3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's liter
(Click to see more.)

4. Near the top of the screen, click the circle next to **State Standards**.
5. Select your state from the **State Standards** pull-down menu.
6. A list appears on screen, displaying the available standards for your state (for example, *CA Mathematics Academic Content Standards*).



7. A green arrow button appears to the left of the standard. Click this arrow to see the categories within the standard.
8. Whenever you see a right-pointing arrow, you can click it to break a listing down into smaller segments.


Organize Selection by: Riverdeep Scope and Sequence State Standards California
Instruction: Make your selection, choose curriculum You wish to assign and then click "NEXT".
CA Mathematics Academic Content Standards
Kindergarten
Number Sense
1. Students understand the relationship between numbers and quantities, i.e., that a set of objects has
1.1 compare two or more sets of objects (up to 10 objects in each group), and identify which set is e
1.2 count, recognize, represent, name, and order a number of objects (up to 30).
1.3 know that the larger numbers describe sets with more objects in them than smaller numbers.
2. Students understand and describe simple addition and subtraction situations.
3. Students use estimation strategies in computation and problem solving that involve numbers that us
Algebra and Functions
Measurement and Geometry
Statistics, Data Analysis, and Probability
Mathematical Reasoning
Grade 1

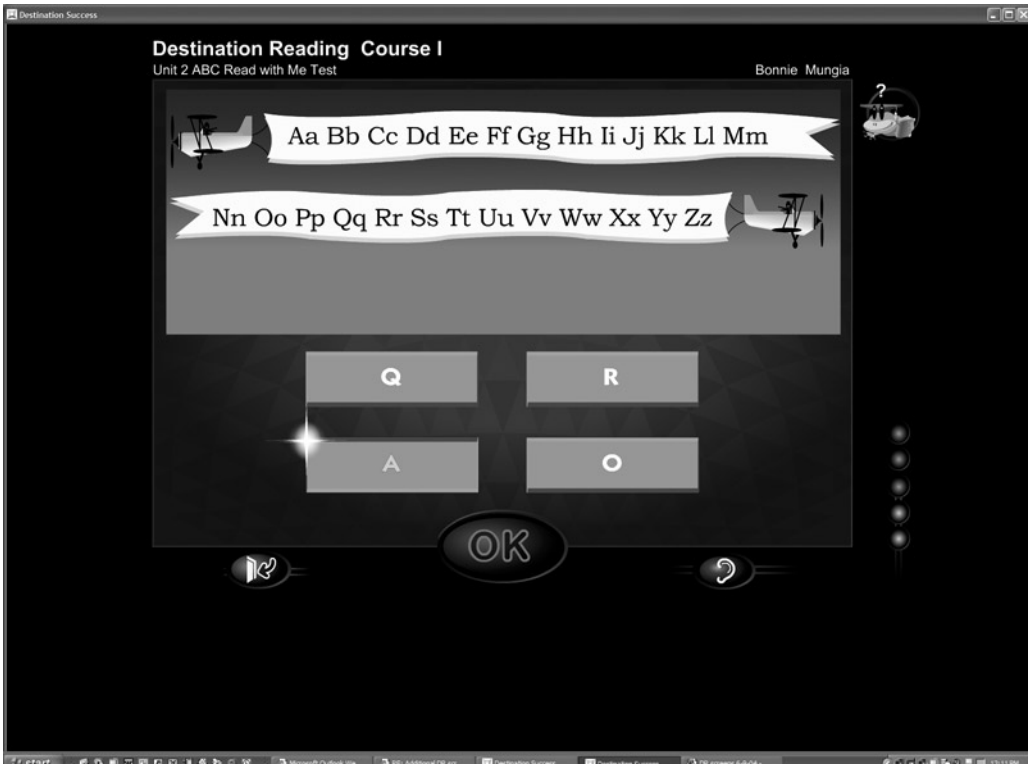
9. Select the desired standard and benchmarks and click the **Next** NEXT button.
10. The **Assign-Step 2** screen opens. You may chose from fixed tests or create a random test based on the selected standard. Available assessments are listed on the screen.

Destination Success
Utilities Help
DESTINATION Success
Welcome, Miss Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Results
Student History
Class Mastery
Paper Grading
Assign - Step 2 of 4
BACK
NEXT
Instruction: Choose a test and the students you wish to test. Then click NEXT.
VIEW
Tests:
Assign to:
Tests
DR DR1
DR DR2
Unit 3: Food for Thought Test A
Unit 3: Food for Thought Test B
Unit 3: Food for Thought Test C
Unit 3: Food for Thought Test D
Unit 3: Food for Thought Test E
Unit 6: All About Aardvarks Test A
Unit 6: All About Aardvarks Test B
Unit 6: All About Aardvarks Test C
Unit 6: All About Aardvarks Test D
Unit 6: All About Aardvarks Test E
Unit 8: Kids Then and Now Test A
Unit 8: Kids Then and Now Test B
Unit 8: Kids Then and Now Test C
Unit 8: Kids Then and Now Test D
Unit 8: Kids Then and Now Test E
Unit 9: An Amazing Life Test A
Unit 9: An Amazing Life Test B
Unit 9: An Amazing Life Test C
Unit 9: An Amazing Life Test D
Classes of Miss Jones
Reading Class
Althea Smith
Bobby Hernandez
Jerome Parks
Jimmy Banks
Sophia Lee
(Click to see more.)

11. To select a test, click its listing. A blue arrow appears ➡.

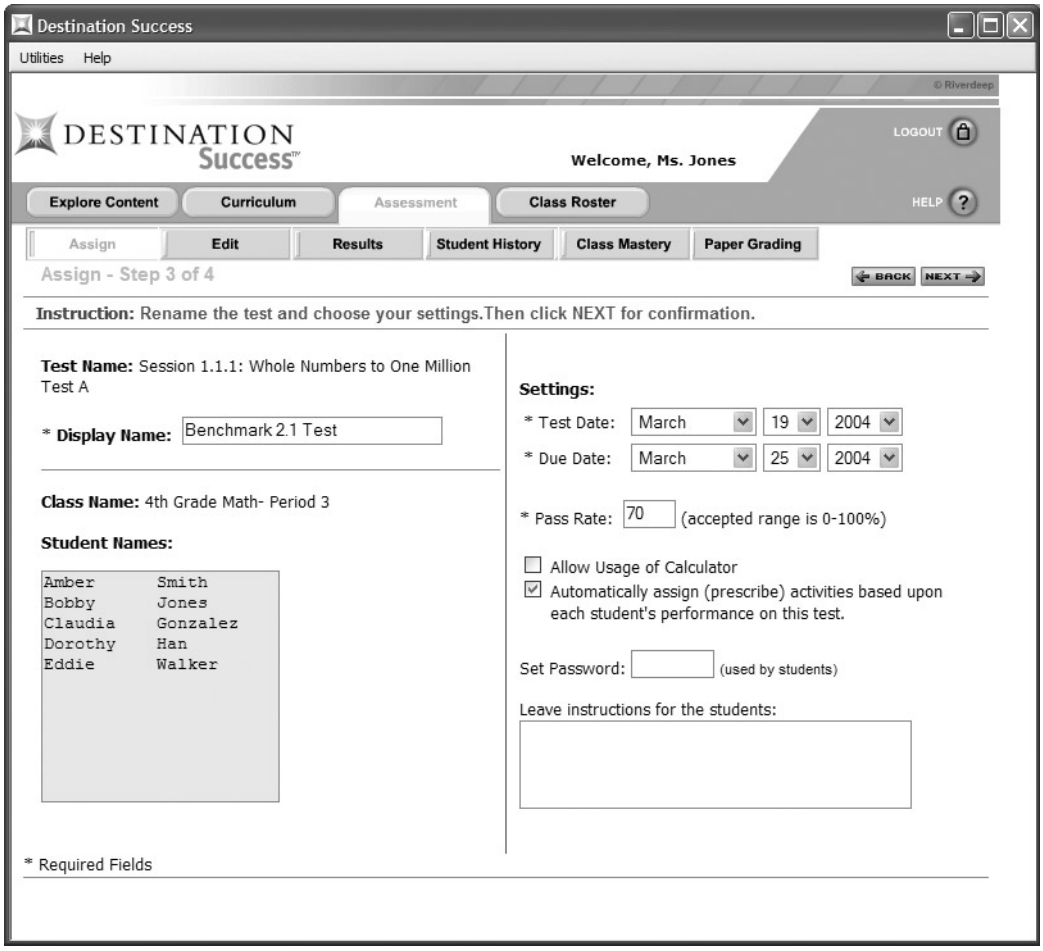
12. On the right side of the screen, classes are listed. A green arrow appears to the left of some items on the list. Whenever you see a right-pointing arrow , you can click it to see the classes or students within that item. Click a check box to select a class or student. (You can select 1 class only and more than one student in the class.)

13. You may also preview a test prior to assigning it by clicking the blue **View** button VIEW on the right. A new window will appear to preview the test. Select the **Next** button NEXT on the test preview screen to see the correct answers. Close the window by clicking the **Exit** button on the lower left or click the red **X** on the upper right corner.


Destination Success
Destination Reading Course I
Unit 2 ABC Read with Me Test
Bonnie Mungia
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
Q
R
A
O
OK

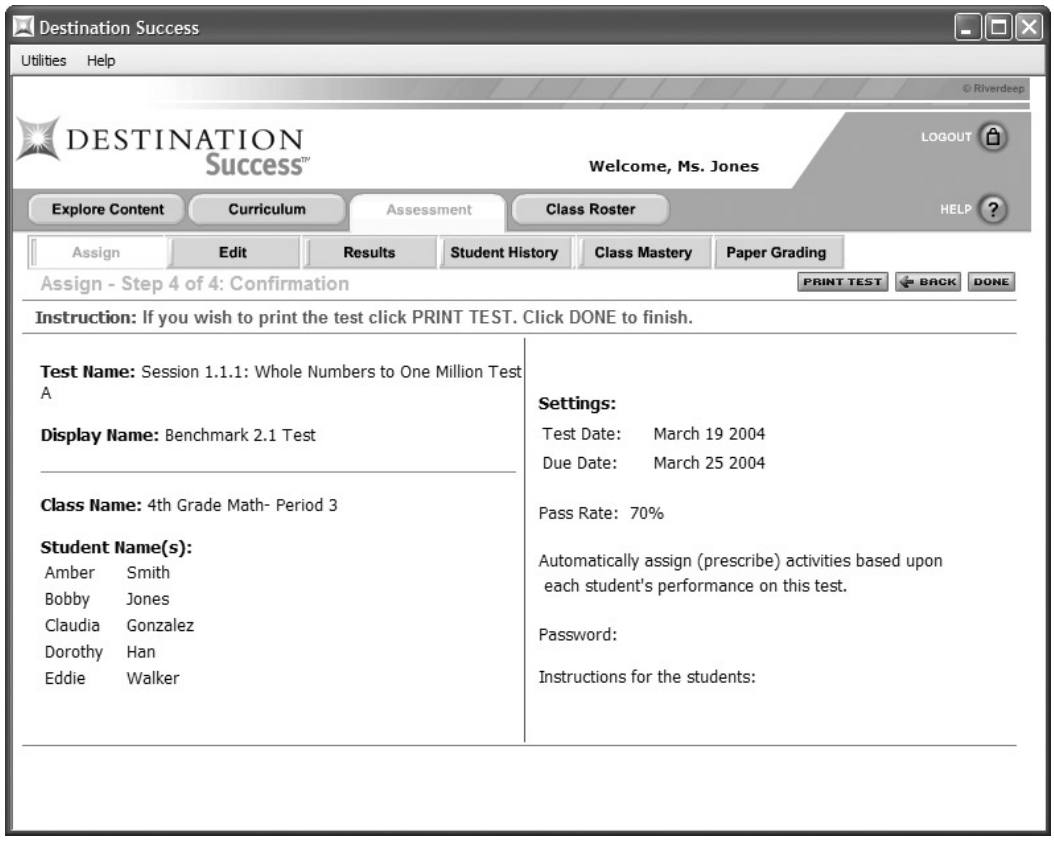
14. When you are finished with selecting the test and the assigned class, click the Next button NEXT to continue.

15. The **Assign - Step 3** screen opens. This screen allows you to rename a test and set test date, due date, pass rate, calculator usage, password, and test instructions.



16. From the **Test Date** pull-down menu, select the month, day, and year that students will take the test.
17. From the **Due Date** pull-down menu, select the month, day, and year for the last date on which students can make up the test.
18. In the **Pass Rate** box, enter the percentage of questions students must answer correctly to pass the test. (You can set this anywhere between 0% and 100%.)
19. **Optional**: In the **Allow usage of Calculator** box, check the box if you would like to enable student to use a calculator.
20. **Optional**: Place a check in the **Automatically assign (prescribe) activities based upon each student's performance on this test** if you want *Destination Success* to do this.
21. **Optional**: In the **Set Password** box, enter a password that students must type in to take the test. Leave this blank if you do not want to use a password.

22. **Optional**: In the **Leave instructions for the students** box, type any instructions you want to appear on the test and on the automatically prescribed assignment, if chosen.
23. When you are finished, click the **Next** button NEXT .
24. A confirmation screen appears. You may print the selected test by clicking on the **Print Test** button PRINT TEST .
    - A pop-up window appears, saying, **"This will Assign the test before Printing the test. Do You wish to continue."** Click **OK** to assign the test and to continue the printing process. Click **Cancel** to go back and make changes.
    - If you clicked **OK**, a second pop-up window appears, saying **"Click OK to Print the test with Correct Answers. Clicking Cancel will Print the test without Correct Answers."** Click **OK** to print the test with answers. Click **Cancel** to print the test without answers.
    - A window will appear with the test, answer sheet, and, if chosen, the answer key. Hit **Ctrl+P** to print.



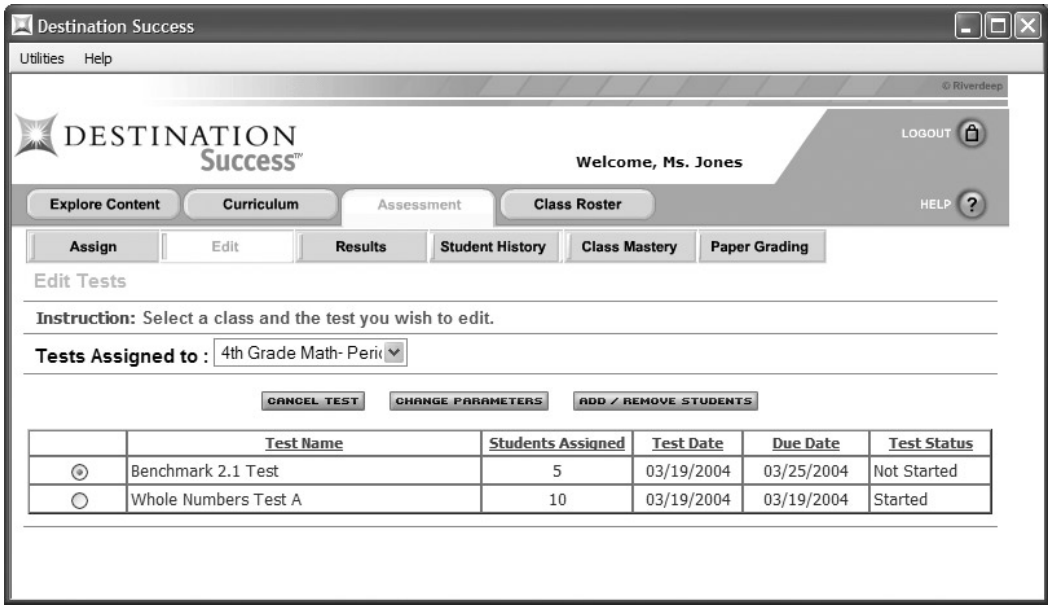
25. When you are finished, click the **Done** button DONE .

Edit a Test

1. Click the **Assessment** tab

.
2. Click the **Edit** button

.
3. The **Open Assessments** screen appears. There are three options: Cancel Test, Change Parameter, and Add/Remove students.

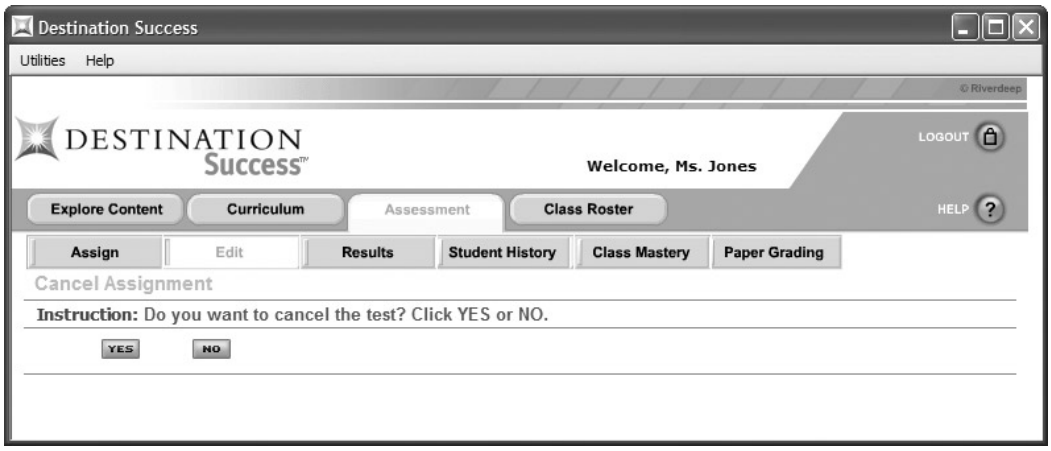


4. Select a Test to Edit:
   - Cancel test

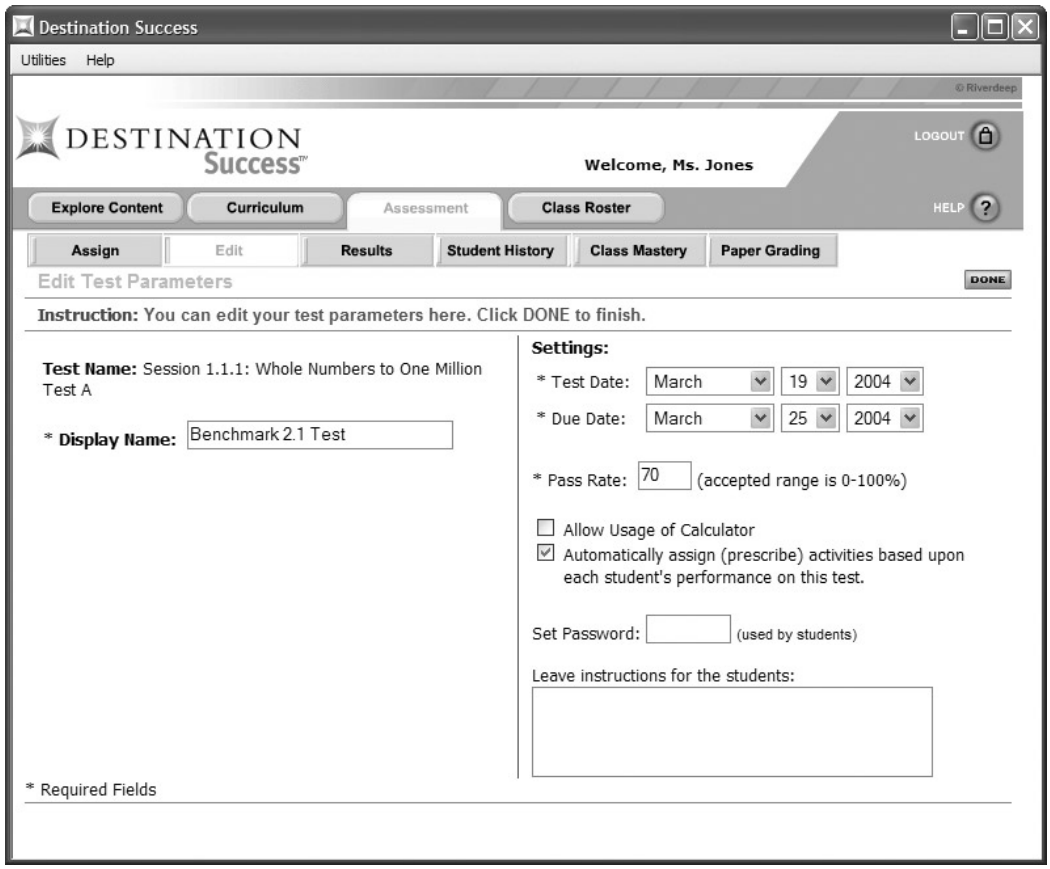
if the test has not been started by any students.
     - A confirmation screen will appear. Click the **Yes** button

to cancel a test. Click the **No** button

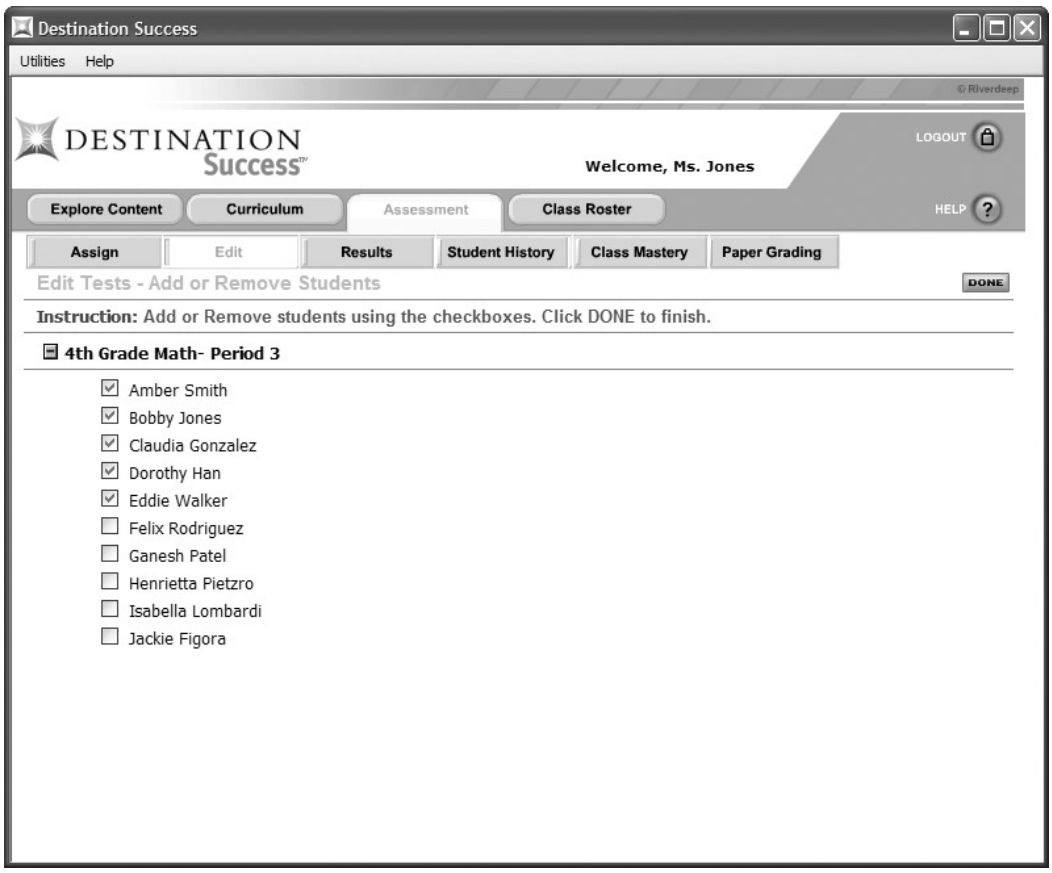
to return to the previous screen. Note that once a test is cancelled, it cannot be restored. It must be assigned once again.



- Change Parameters CHANGE PARAMETERS if the test has not been started by any students.
- Change settings such as display name, test date, due date, pass rate, calculator usage, automatic prescription, password, and/or instructions.
- Click **Done** DONE when finished.

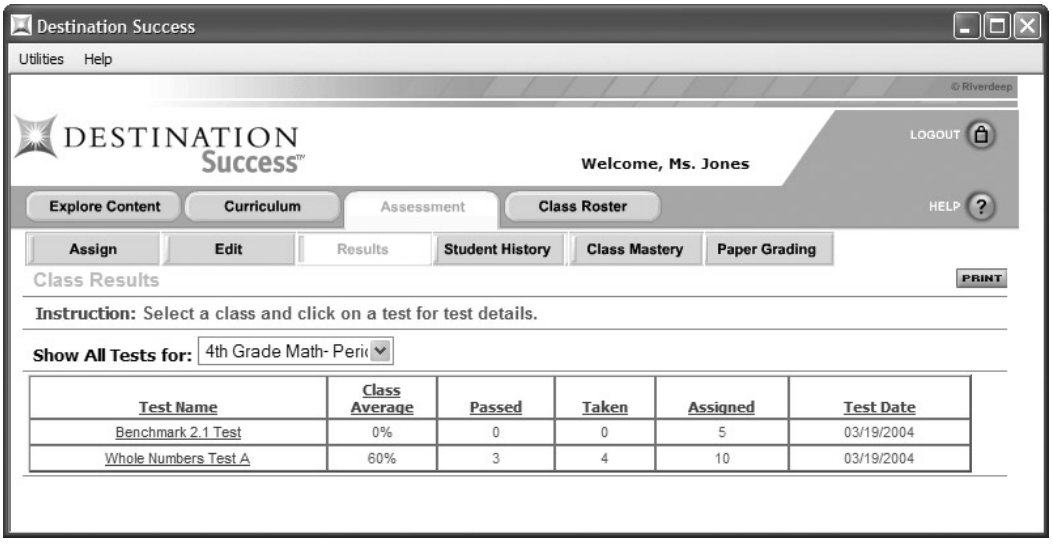


- Add/Remove students ADD / REMOVE STUDENTS if the test has not been started by any students.
- A class list appears.
- Click or unclick individual student names to add or remove students.
- Click **Done** DONE when finished.

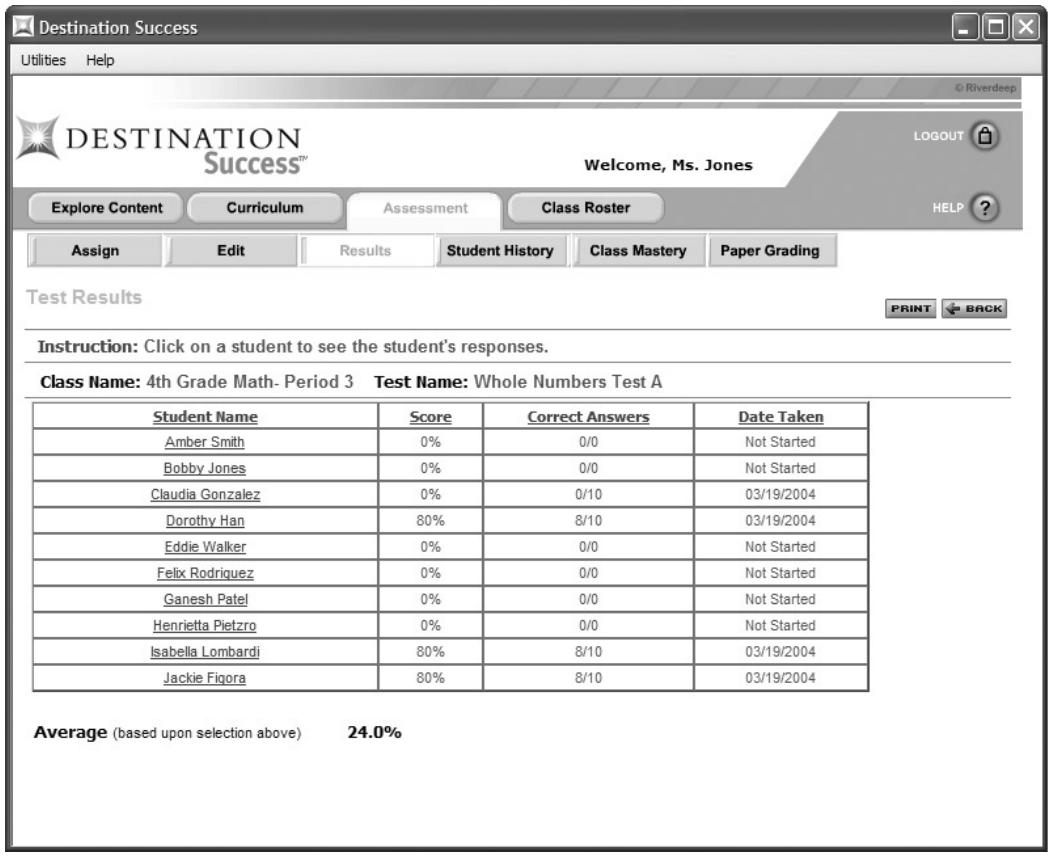


Review Test Results

1. Click the **Assessment** tab Assessment .
2. Click the **Results** button Results .

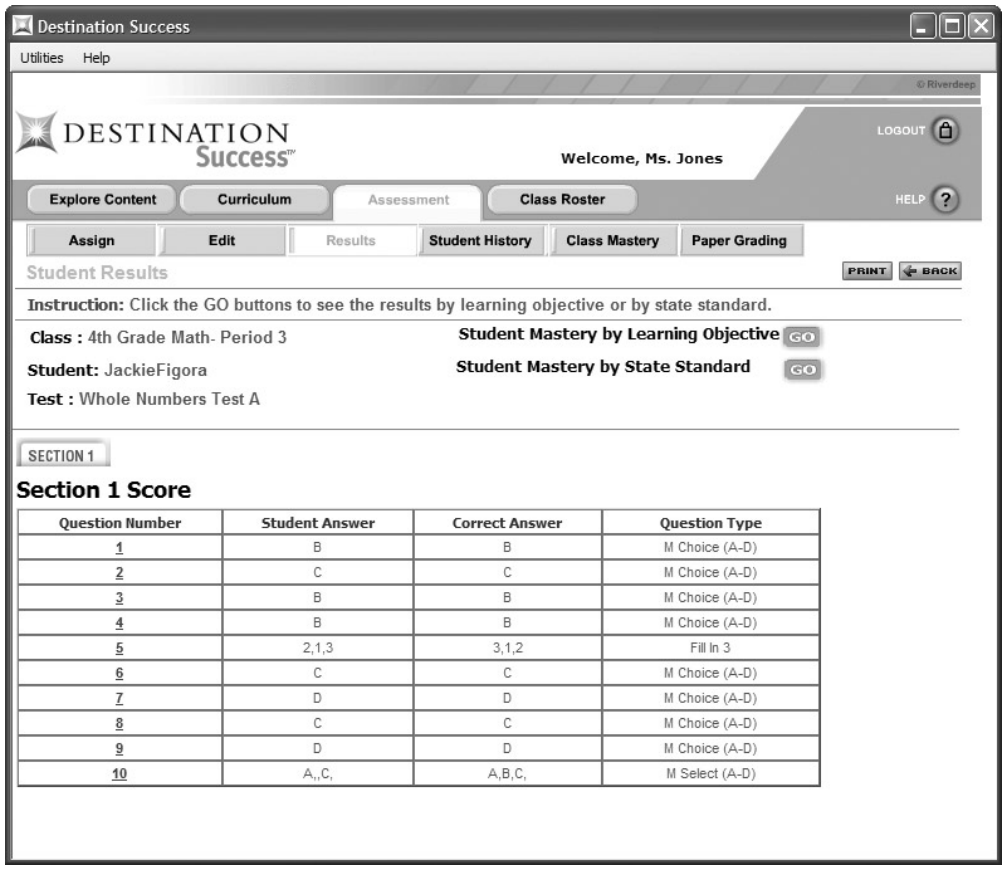


3. Click the report you would like to view. You may print any report by clicking the **Print** button PRINT on any screen in the upper right corner. Available reports for a class, group or an individual student will be listed for the test you select. The following information will be displayed:
   - **Student Name**: Displays list of students assigned to take the test.
   - **Score**: The score the student received on the test.
   - **Correct Answers**: The number of questions the student answered correctly.
   - **Date Taken**: The date test was taken by the student.


Destination Success
Utilities Help
© Riverdeep
DESTINATION Success
Welcome, Ms. Jones
LOGOUT
HELP
Explore Content
Curriculum
Assessment
Class Roster
Assign
Edit
Results
Student History
Class Mastery
Paper Grading
Test Results
PRINT
BACK
Instruction: Click on a student to see the student's responses.
Class Name: 4th Grade Math- Period 3 Test Name: Whole Numbers Test A
Student Name | Score | Correct Answers | Date Taken
Amber Smith | 0% | 0/0 | Not Started
Bobby Jones | 0% | 0/0 | Not Started
Claudia Gonzalez | 0% | 0/10 | 03/19/2004
Dorothy Han | 80% | 8/10 | 03/19/2004
Eddie Walker | 0% | 0/0 | Not Started
Felix Rodriquez | 0% | 0/0 | Not Started
Ganesh Patel | 0% | 0/0 | Not Started
Henrietta Pietzro | 0% | 0/0 | Not Started
Isabella Lombardi | 80% | 8/10 | 03/19/2004
Jackie Figora | 80% | 8/10 | 03/19/2004
Average (based upon selection above) 24.0%

4. Click a **student name** on the list to view to see how a student answered specific test questions. The following information is displayed:
   - **Question Number** – A list of the questions on the test. Click a question to see the student's answer (in new window).
   - **Student Answer** – The answer the student selected.
   - **Correct Answer** – The correct answer of the question.
   - **Question Type** – The question format of the question.

   Note: Until a student takes a test, questions will not appear. After a student takes a test, all unanswered questions are marked incorrect.


Destination Success
Utilities Help
DESTINATION Success
Welcome, Ms. Jones
LOGOUT
HELP
Explore Content
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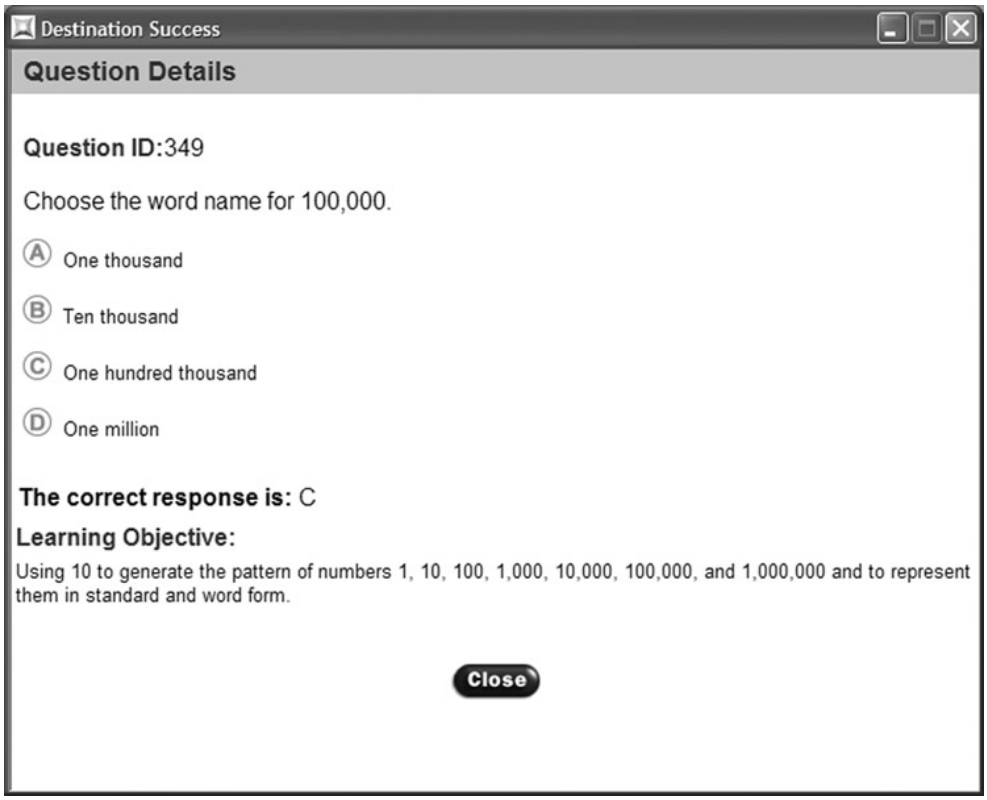
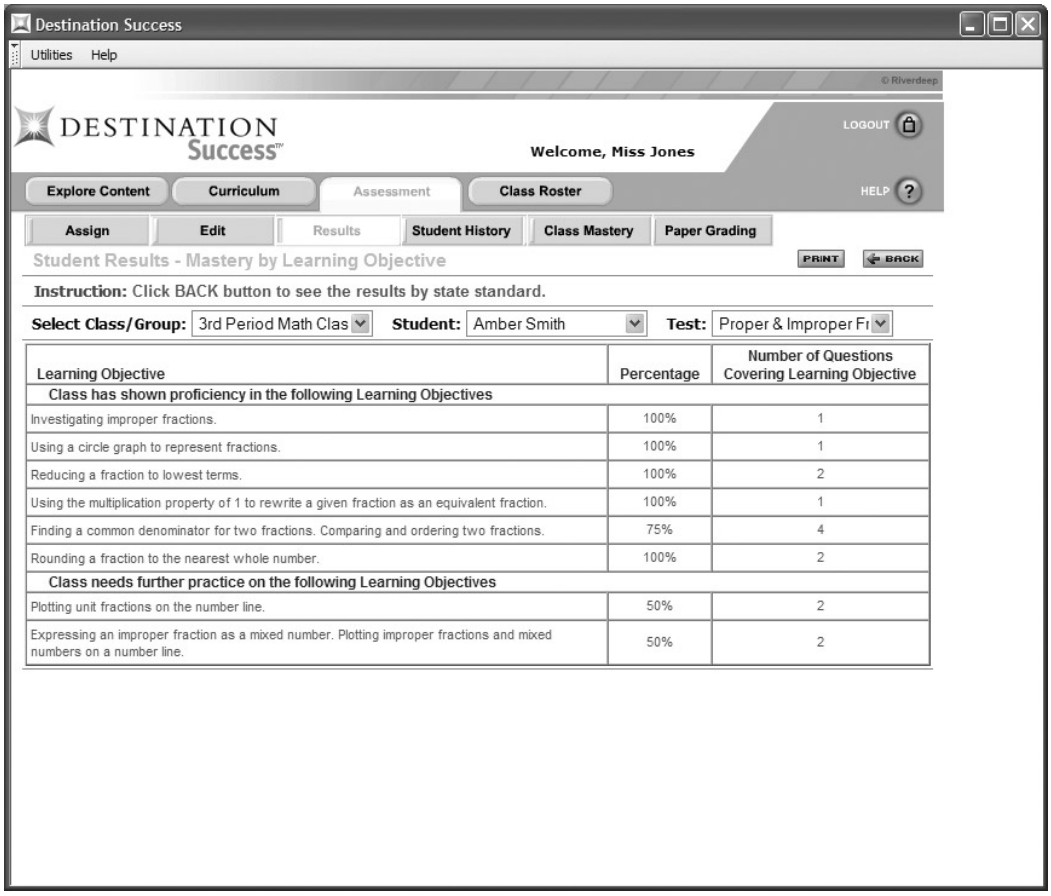
Assessment
Class Roster
Assign
Edit
Results
Student History
Class Mastery
Paper Grading
Student Results
PRINT
BACK
Instruction: Click the GO buttons to see the results by learning objective or by state standard.
Class : 4th Grade Math- Period 3
Student: JackieFigora
Test : Whole Numbers Test A
Student Mastery by Learning Objective GO
Student Mastery by State Standard GO
SECTION 1
Section 1 Score
Question Number | Student Answer | Correct Answer | Question Type
1 | B | B | M Choice (A-D)
2 | C | C | M Choice (A-D)
3 | B | B | M Choice (A-D)
4 | B | B | M Choice (A-D)
5 | 2,1,3 | 3,1,2 | Fill In 3
6 | C | C | M Choice (A-D)
7 | D | D | M Choice (A-D)
8 | C | C | M Choice (A-D)
9 | D | D | M Choice (A-D)
10 | A,,C, | A,B,C, | M Select (A-D)

5. Select the question you would like to view or sort test results by choosing **Student Mastery by Learning Objective** or **Student Mastery by State Standard**.

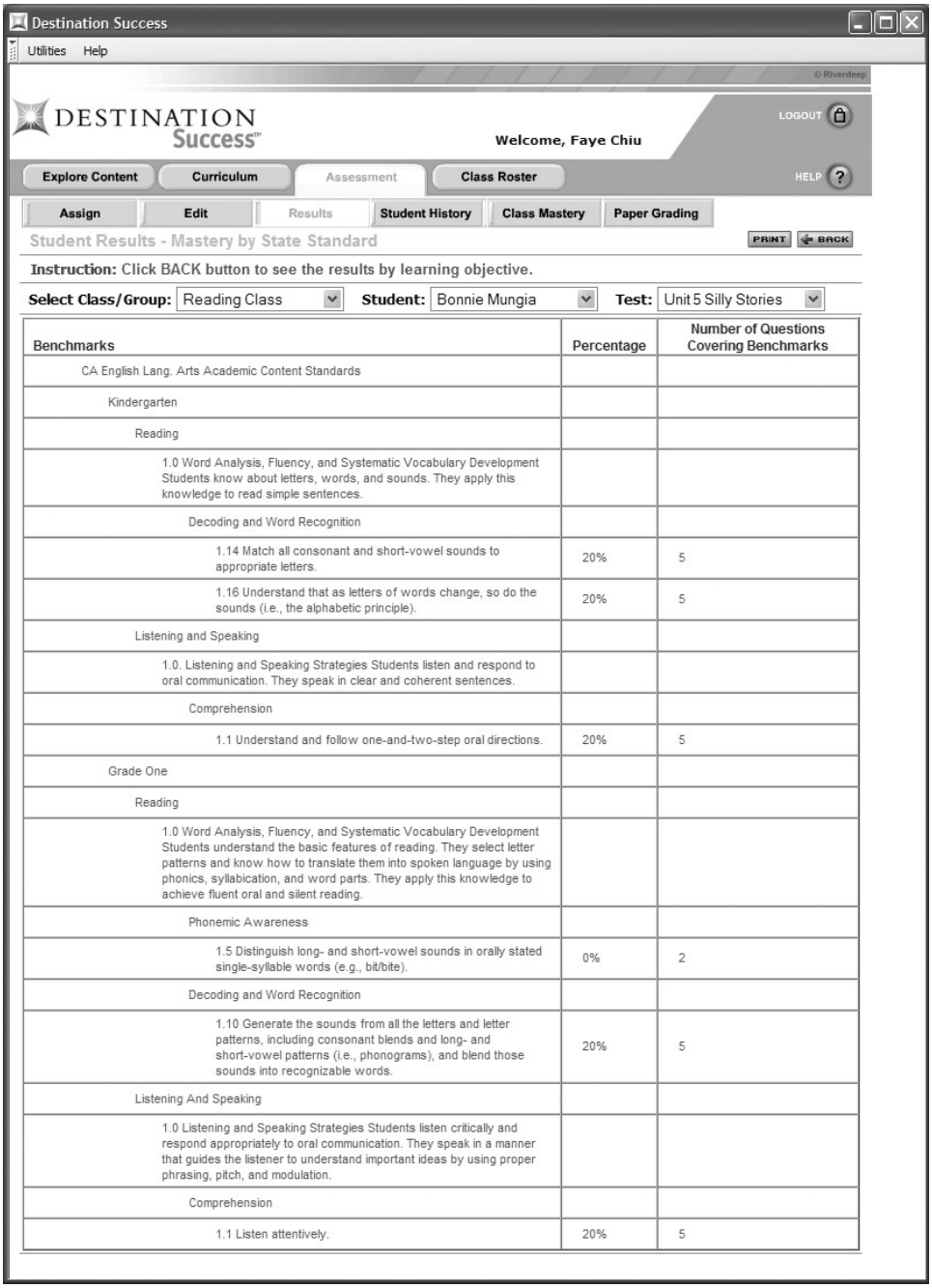

Destination Success
Question Details
Question ID:349
Choose the word name for 100,000.
A One thousand
B Ten thousand
C One hundred thousand
D One million
The correct response is: C
Learning Objective:
Using 10 to generate the pattern of numbers 1, 10, 100, 1,000, 10,000, 100,000, and 1,000,000 and to represent them in standard and word form.
Close

6. Select **Student Mastery by Learning Objective** to assess a student's understanding of specific Learning Objectives.
   - Click the GO button next to **Student Mastery by Learning Objective**.
   - The **Student Mastery by Learning Objective** screen appears.
   - The following information is displayed:
     - **Learning Objective** – The stated Learning Objective.
     - **Percentage** – The percentage of questions related to this Learning Objective that this student answered correctly.
     - **Number of Questions Covering Learning Objective** – The number of questions on the Test that covered this Learning Objective for the selected test.



Learning Objective	Percentage	Number of Questions Covering Learning Objective
Class has shown proficiency in the following Learning Objectives		
Investigating improper fractions.	100%	1
Using a circle graph to represent fractions.	100%	1
Reducing a fraction to lowest terms.	100%	2
Using the multiplication property of 1 to rewrite a given fraction as an equivalent fraction.	100%	1
Finding a common denominator for two fractions. Comparing and ordering two fractions.	75%	4
Rounding a fraction to the nearest whole number.	100%	2
Class needs further practice on the following Learning Objectives		
Plotting unit fractions on the number line.	50%	2
Expressing an improper fraction as a mixed number. Plotting improper fractions and mixed numbers on a number line.	50%	2

7. Select **Student Mastery by State Standard** to assess a student's understanding of specific Learning Objectives by state standards.
   - Click the GO button next to **Student Mastery by State Standard**.
   - The **Student Mastery by State Standard** screen appears.
   - The following information is displayed:
     - **Benchmarks** – The State Standards Benchmarks pertaining to test.
     - **Percentage** – The percentage of questions related to this Benchmark that this student answered correctly.
     - **Number of Questions Covering Benchmark** – the number of questions on the Test that covered this Benchmark for the selected test.



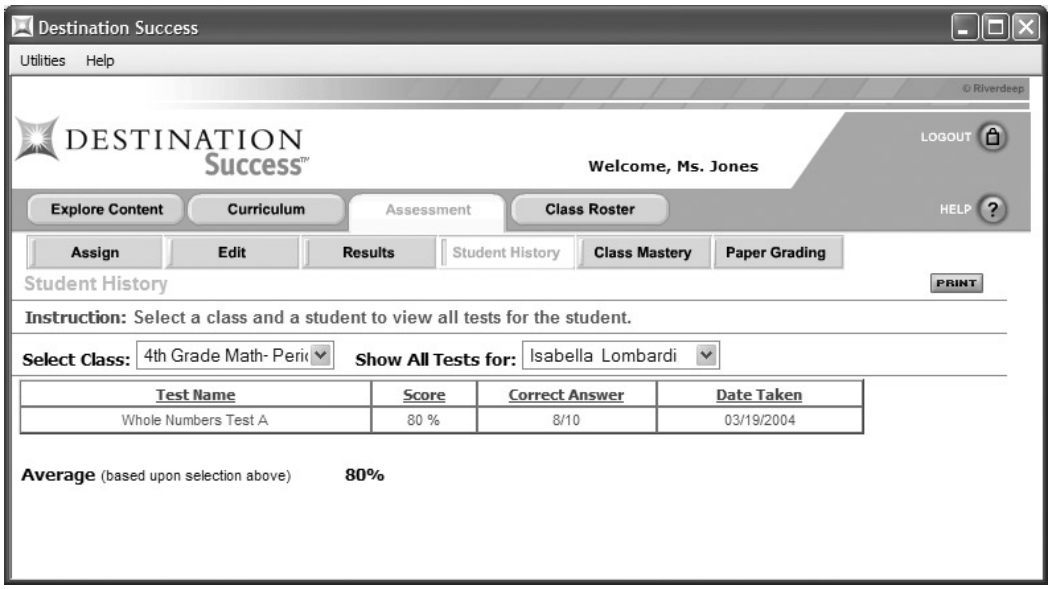
Benchmarks	Percentage	Number of Questions Covering Benchmarks
CA English Lang. Arts Academic Content Standards		
Kindergarten		
Reading		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.		
Decoding and Word Recognition		
1.14 Match all consonant and short-vowel sounds to appropriate letters.	20%	5
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	20%	5
Listening and Speaking		
1.0. Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences.		
Comprehension		
1.1 Understand and follow one-and-two-step oral directions.	20%	5
Grade One		
Reading		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.		
Phonemic Awareness		
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	0%	2
Decoding and Word Recognition		
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	20%	5
Listening And Speaking		
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.		
Comprehension		
1.1 Listen attentively.	20%	5

Student Progress Reports

Student History

Select **Student History** to see how a particular student did on a test.

1. Click the **Student History** icon.
2. The **Student Summary** screen appears.



3. Select a class from the **Select Class** pull-down menu.
4. Select a student from the **Show All Tests for** menu.
5. The following information is displayed:
   - **Test Name** – The name of the test.
   - **Score** – The score the student received on the test.
   - **Correct Answer** – The number of questions the student answered correctly.
   - **Date Taken** – The date the test was taken.

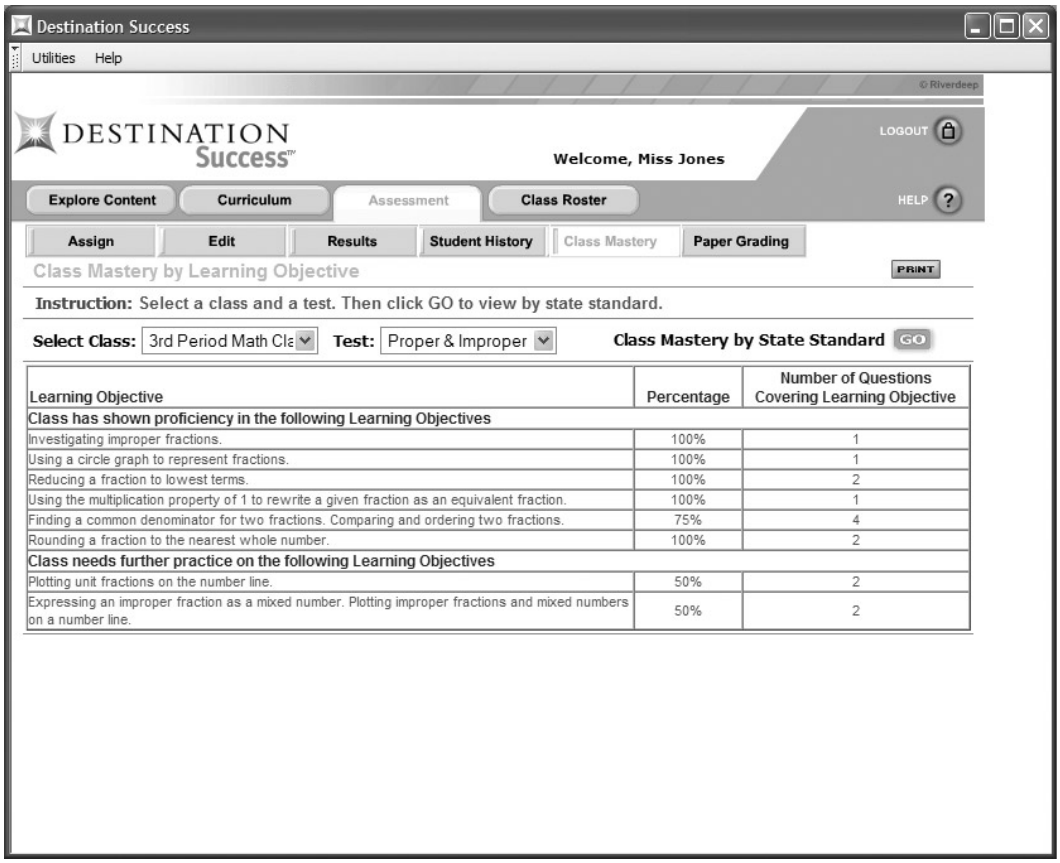
Single Class/Group Mastery Reports

Class Mastery

Select **Class Mastery** to assess a class' understanding of specific Learning Objectives.

1. Click the **Class Mastery** icon

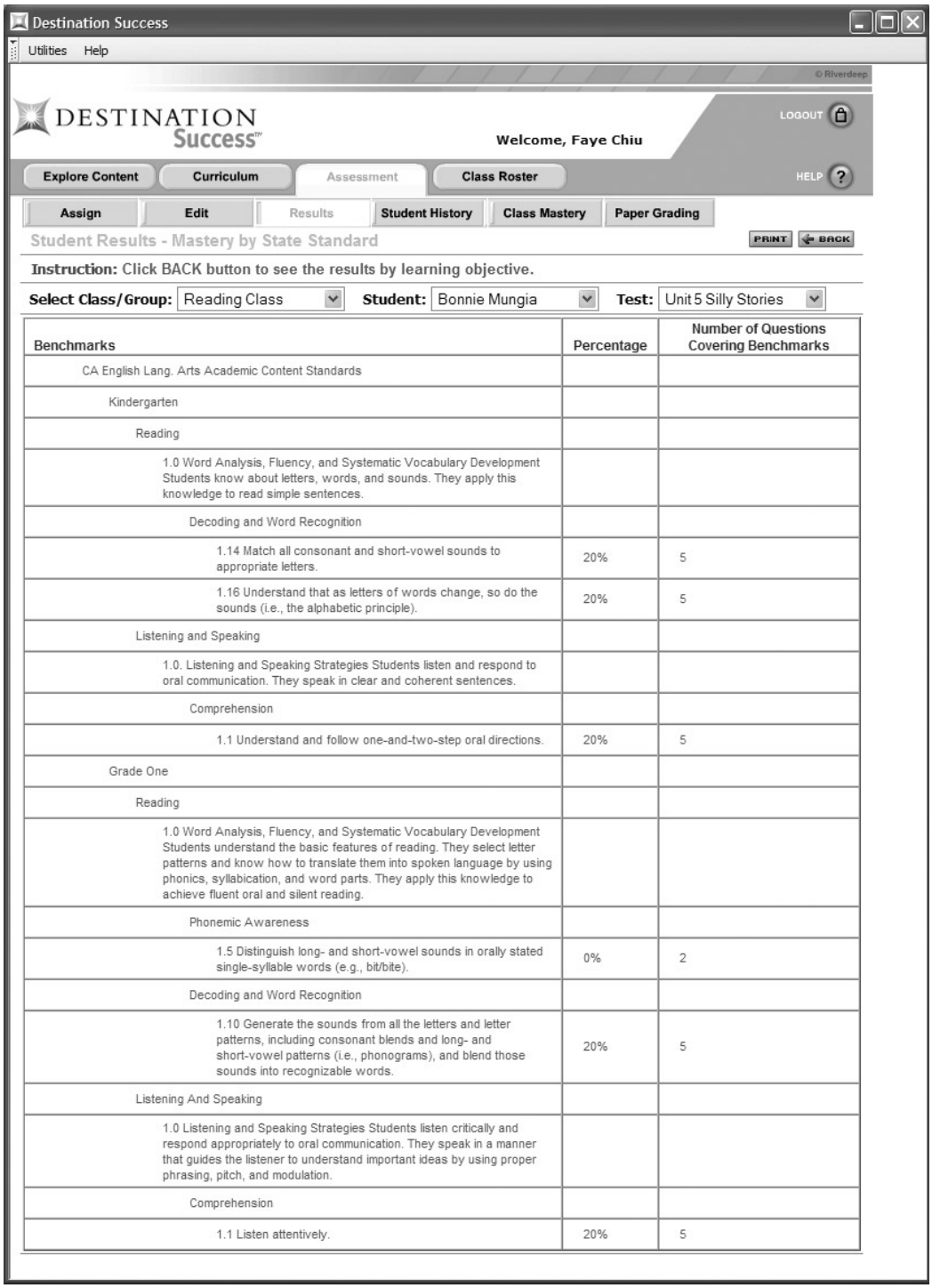
.
2. The **Class Mastery of Learning Objectives** screen appears.



Learning Objective	Percentage	Number of Questions Covering Learning Objective
Class has shown proficiency in the following Learning Objectives		
Investigating improper fractions.	100%	1
Using a circle graph to represent fractions.	100%	1
Reducing a fraction to lowest terms.	100%	2
Using the multiplication property of 1 to rewrite a given fraction as an equivalent fraction.	100%	1
Finding a common denominator for two fractions. Comparing and ordering two fractions.	75%	4
Rounding a fraction to the nearest whole number.	100%	2
Class needs further practice on the following Learning Objectives		
Plotting unit fractions on the number line.	50%	2
Expressing an improper fraction as a mixed number. Plotting improper fractions and mixed numbers on a number line.	50%	2

3. Select a class or group from the **Select Class** pull-down menu.
4. Select a test from the **Test** pull-down menu.
5. The following information is displayed:
   - **Learning Objective** – Lists each learning objective covered on the test.
   - **Percentage** – The percentage is useful in determining which learning objectives the class as a whole has either mastered or needs to review. It displays the correct student responses to questions related to this learning objective as a percentage of all student responses to questions related to this learning objective.
   - **Number of Questions Covering Learning Objective** – Shows the number of questions on the test that covered this learning objective.

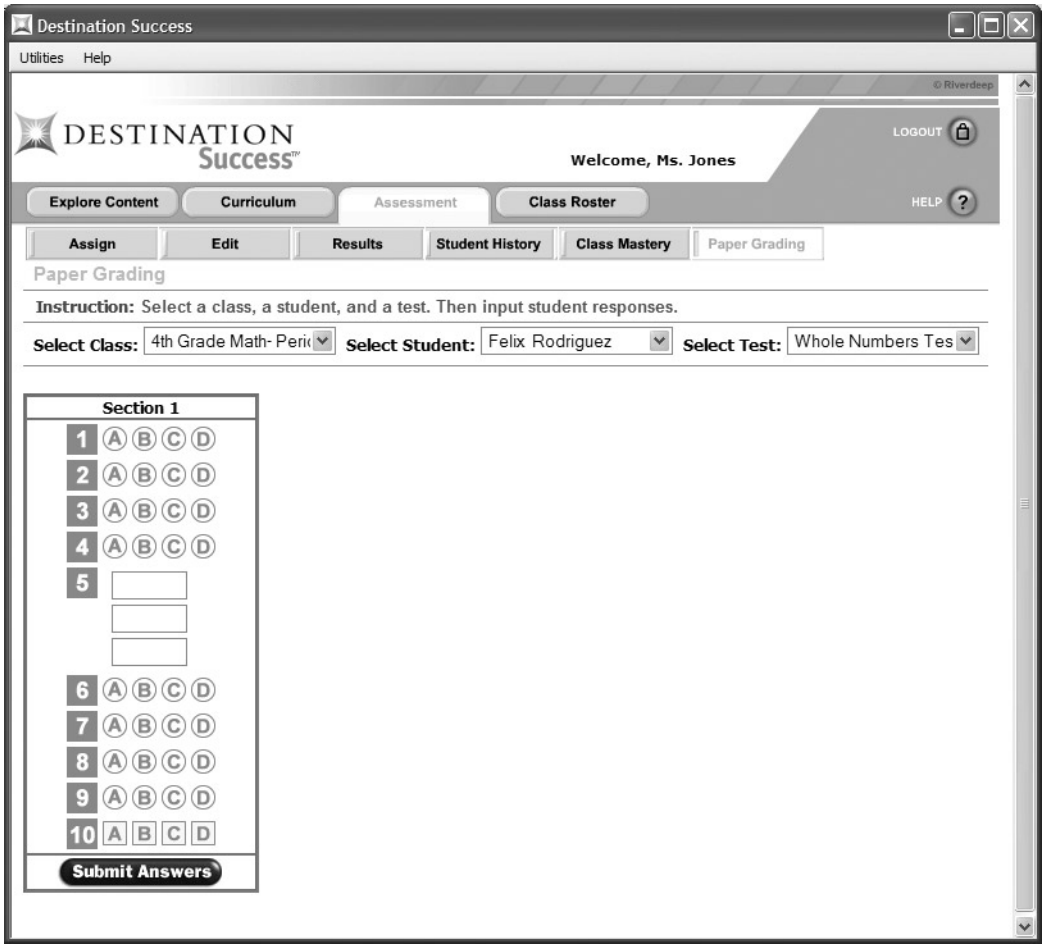
6. To view how a class or group performed based on State Standard, select **Class Mastery by State Standard**. The following information is displayed:
   - **Benchmarks** – The State Standard benchmarks pertaining to the test.
   - **Percentage** – The percentage of questions related to this Benchmark that this student answered correctly.
   - **Number of Questions Covering Benchmark** – The number of questions on the Test that covered this Benchmark for the selected test.



Benchmarks	Percentage	Number of Questions Covering Benchmarks
CA English Lang. Arts Academic Content Standards		
Kindergarten		
Reading		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.		
Decoding and Word Recognition		
1.14 Match all consonant and short-vowel sounds to appropriate letters.	20%	5
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	20%	5
Listening and Speaking		
1.0. Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences.		
Comprehension		
1.1 Understand and follow one-and-two-step oral directions.	20%	5
Grade One		
Reading		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.		
Phonemic Awareness		
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	0%	2
Decoding and Word Recognition		
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	20%	5
Listening And Speaking		
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.		
Comprehension		
1.1 Listen attentively.	20%	5

Paper Grading

Select **Paper Grading** Paper Grading to enter student responses on a test administered on paper.



1. **Select Class** from the pull-down menu.
2. **Select Student** from the pull-down menu.
3. **Select Test** from the pull-down menu. The tests in the pull-down menu are tests assigned to the student that have not been completed yet.
4. Enter the student's responses on the corresponding answer grid.
5. Click **Submit Answers** Submit Answers when completed.
6. To continue, select the **Class** and next **Student** from the pull-down menus.

Class Roster

All user accounts including student accounts are set up by the *Destination Success* System Administrator. System Administrators can import class rosters to create multiple student profiles simultaneously by using the Import and Export function while logged in as a System Administrator. See Installation & Administration Guide on *Import & Export*.

Import Students to a Class Roster

Note: The Import function is available for System Administrators only. Refer to the Installation & Administration Guide on *Import & Export*.

Export Users' Data and Student Test Results

Note: The Export function is available for System Administrators only. Refer to the Installation & Administration Guide on *Import & Export*.

Create/Edit a New Class

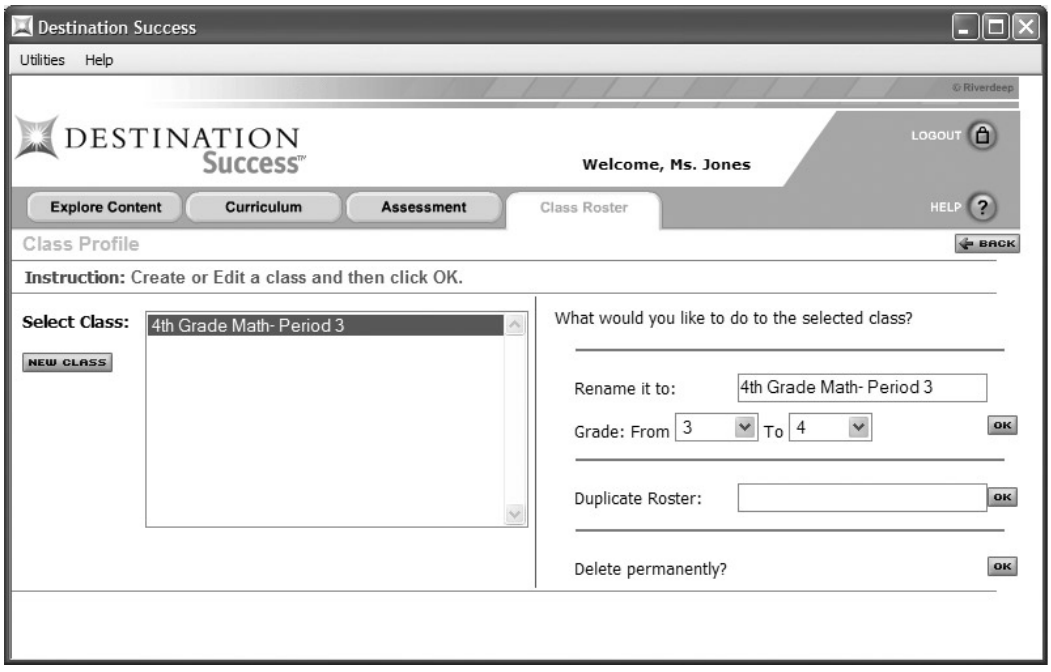
A class can be a full class roster of students, or it can be a few students grouped by ability or interest.

1. Click the **Class Roster** button

on the upper right corner of the screen.
2. Click the **Create/Edit Classes** button

on the right side of the screen.
3. Click the **New Class** button

.



4 In the **Rename it to** text box on the right side of the screen, enter the name of the new class.

5. Select the grades the class contains from the **Grade** pull-down menus. Click the **OK** button OK.

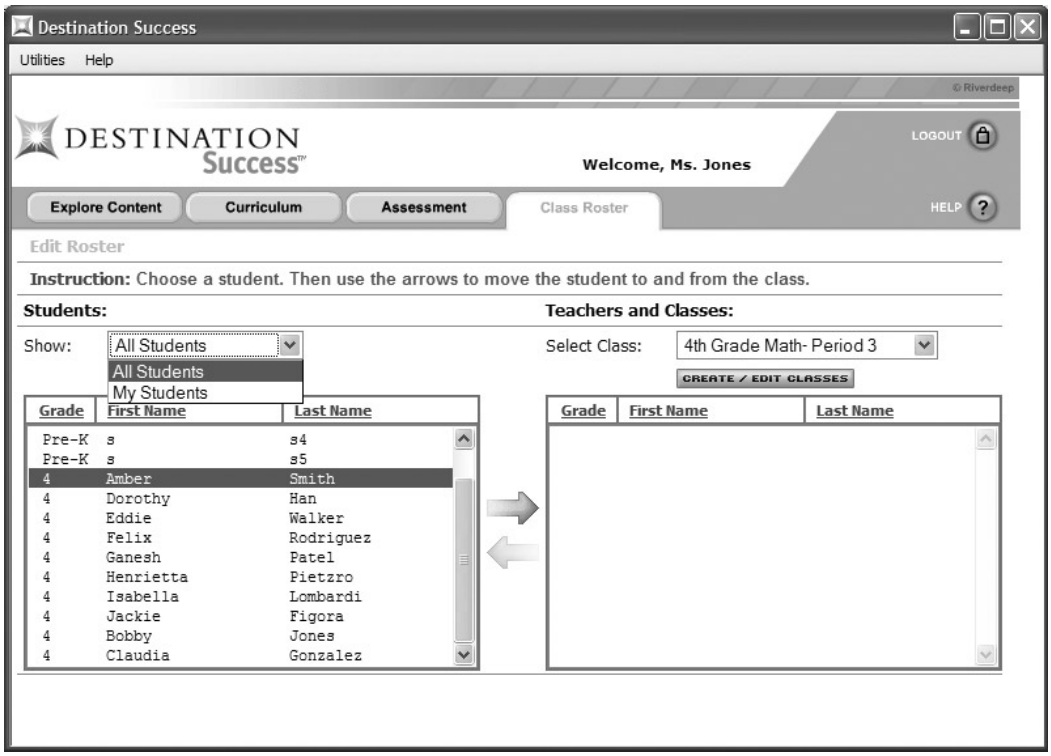
6. If you have two classes composed of the same students, you can create a single class roster once and then duplicate it. On the right side of the screen, in the **Duplicate Roster** text box, type a name for the duplicate class. Click **OK** OK . You now have an additional class containing the same students as the original.

7. If you want to delete a class, select the class on the left of the screen. On the right of the screen, next to **Delete permanently?**, click **OK** OK . You are prompted to confirm that you wish to delete this class. Click **OK** OK . The class is permanently removed from the *Destination Success* management system.

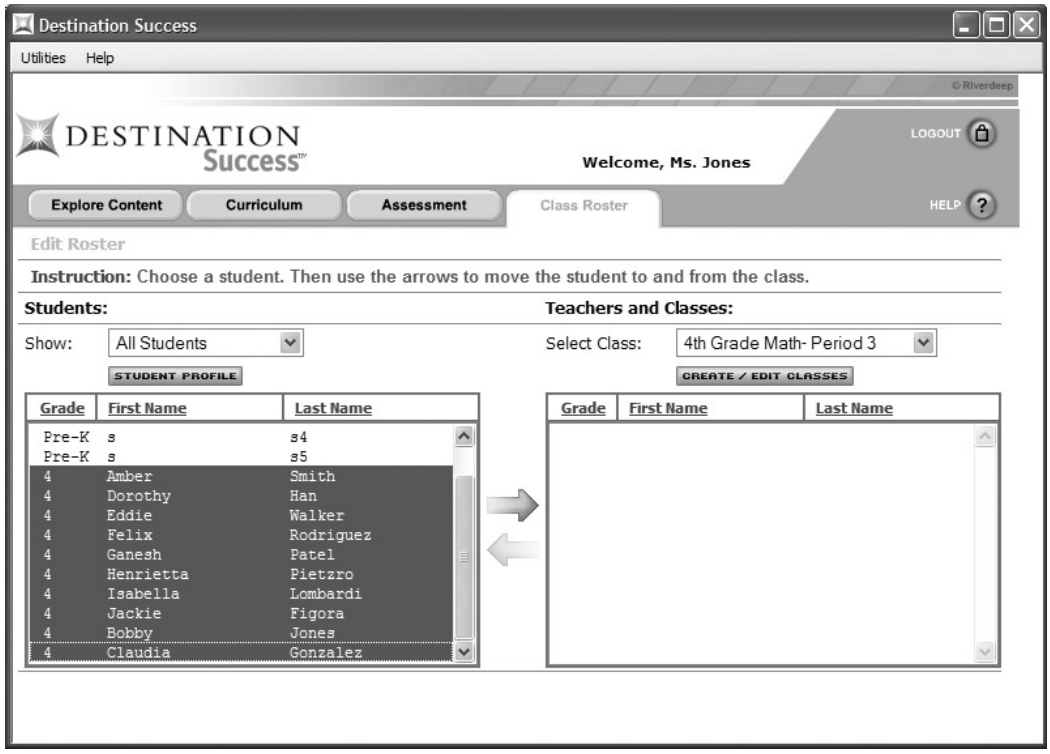
Add a Student to Your Class Roster

1. Click the **Class Roster** button Class Roster in the upper right-hand corner of the screen.

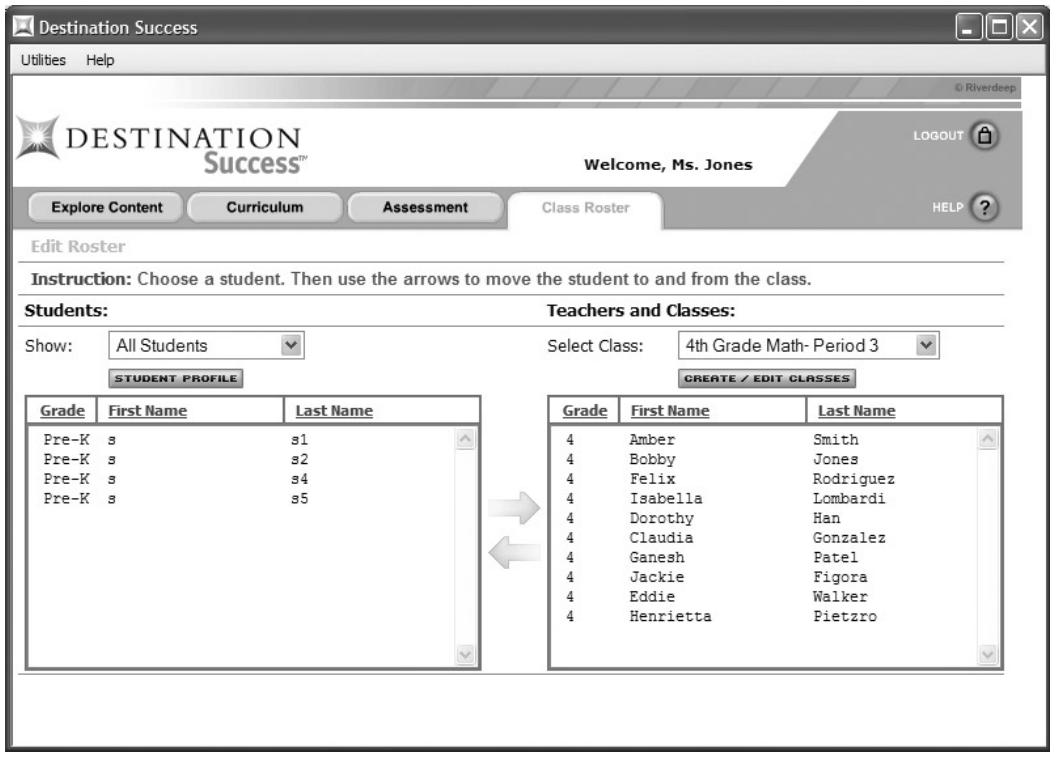
2. Choose a group of students from the **Show** menu (under **Students** on the left side of the screen).



3. Select a student's name from the left side of the screen. To select multiple students, Windows users hold down the **Shift** or **Ctrl** keys while clicking names. Macintosh users hold down the ⌘ key while clicking names.

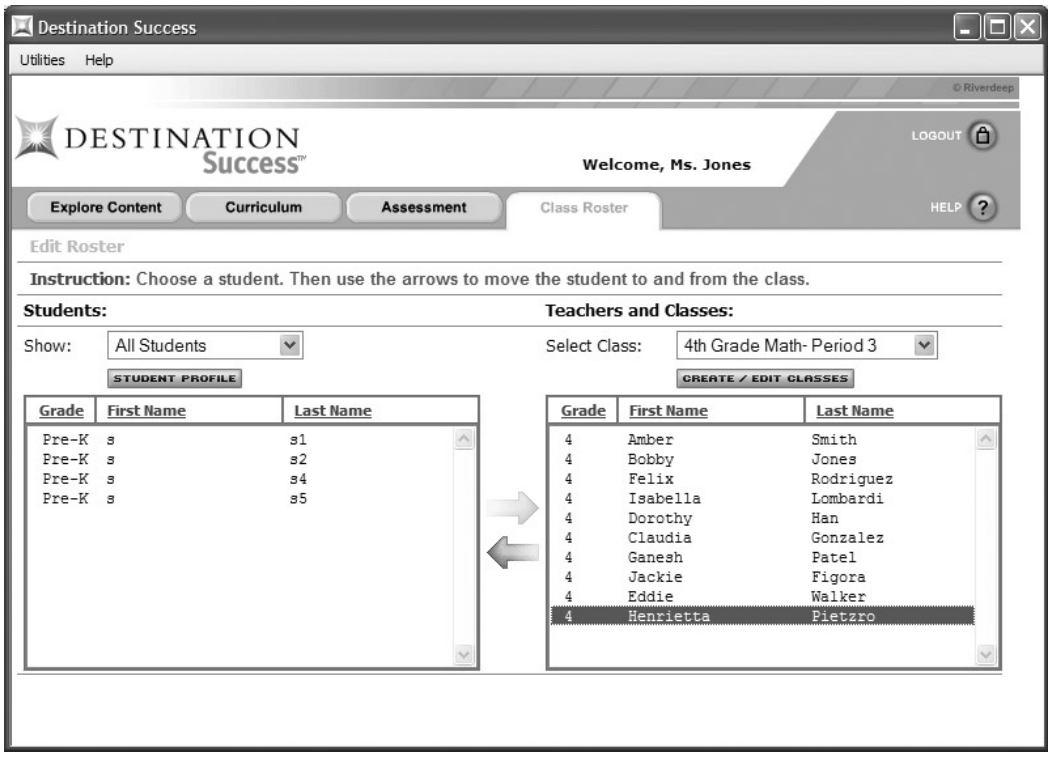


4. Choose a class from the **Select Class** menu (under **Teachers and Classes** on the right side of the screen).
5. Click the blue arrow pointing to the right .
6. The system automatically adds the selected student to the selected class.



Remove a Student from Your Class Roster

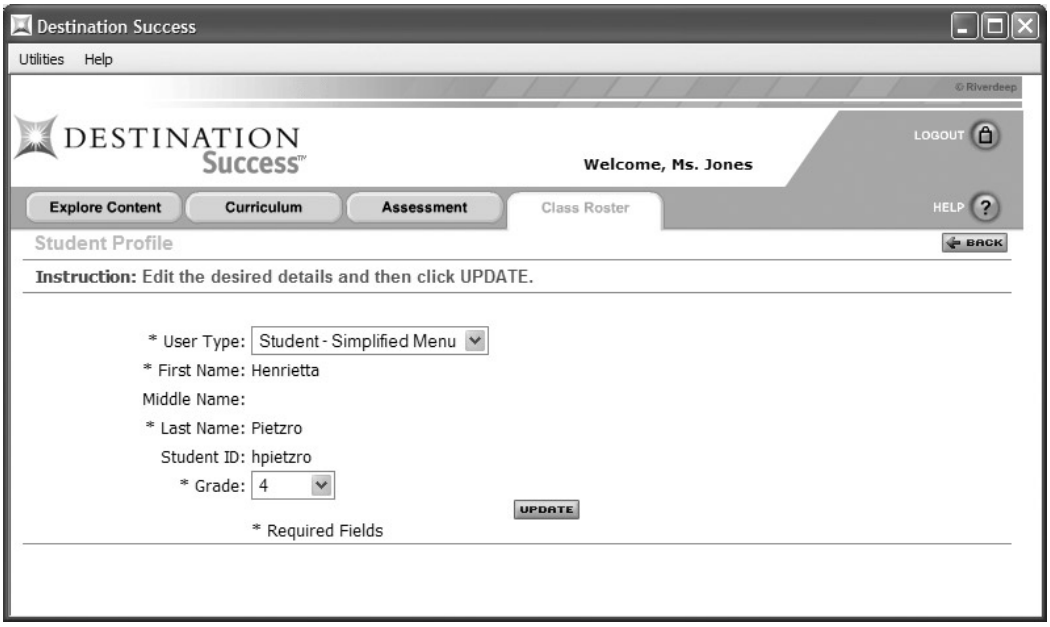
1. Click the **Class Roster** button Class Roster located in the upper right corner of the screen.
2. Choose a class from the **Select Class** menu (under **Teachers and Classes** on the right side of the screen).
3. Select a student's name from the right side of the screen. To select multiple students, hold down the **Shift**, **Ctrl**, or ⌘ key while selecting.



4. Click the blue arrow pointing to the left ⇦ .
5. The system automatically removes the selected student from the class.

View a Student's Profile

1. Click the **Class Roster** Class Roster button located in the upper right corner of the screen.
2. Choose a group of students from the **Show** menu (under **Students** on the left side of the screen).
3. Select a student on the left side of the screen.
4. Click the **Student Profile** button Student Profile .



5 Student information is displayed in the **Student Profile** screen. To modify information, select options from the drop-down menus. (When selecting a "User Type" for a student, choose the Standard Menu for readers and the Simplified Menu for nonreaders.)

For more information on Standard and Simplified menus, see the *Student's Guide to Using Destination Success* section of this guide.

6. To save changes, click the **Update** button UPDATE .

Student's Guide to Using *Destination Success*

This section explains how students log in to *Destination Success* and access educational software Curriculum and Assessments. Students log in to *Destination Success* through a Standard or Simplified menu. Please see the appropriate section below for step-by-step log in instructions.

Standard Menu

Log In

Students using the **Standard Menu** must enter a password to log in to *Destination Success*.

To log in with the **Standard Menu**:

1. Type in your user name and password.
2. Click the **Log In** button LOG IN.

If your **User name** or **Password** doesn't work:

1. Delete previous entries from the user name and password fields.
2. Enter your user name exactly as it was given to you by your teacher or System Administrator.

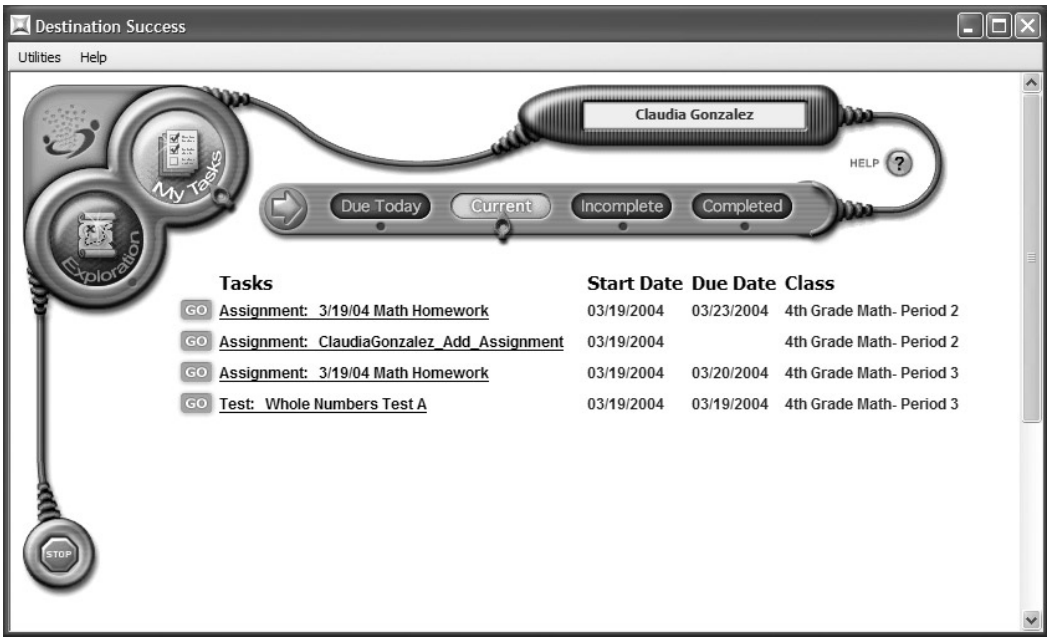
3. Click the **Log In** button

.
4. If you cannot log in to *Destination Success* after three tries, please contact your teacher or System Administrator.

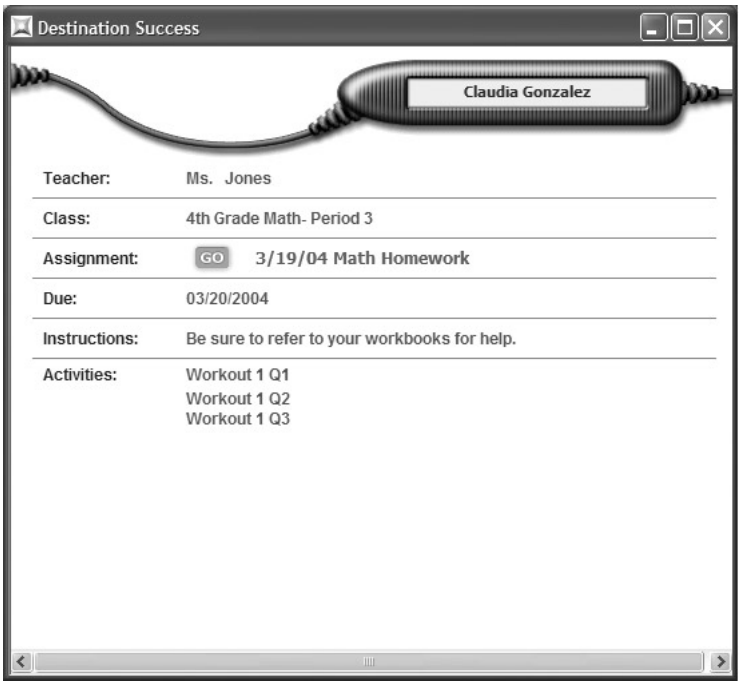
Main Screen—My Tasks Mode

Once you have logged in through the Standard Menu, the *Destination Success* main screen opens in **My Tasks** mode

. You will see a screen like this:



- To view details about an assignment, click the underlined title under **Tasks** (for example, *Assignment: 3/19/04 Math Homework*).



- To open an assignment or test, click the **GO** button GO next to the assignment or test (for example, *Test: Whole Numbers Test A*).

Destination Success
DR2
Unit 2 What Do You Know Test
AltheaSmith
Eruptions
A volcano can erupt many times. Some volcanoes erupt often. Others wait many years between eruptions.
Rock, lava, and ash pile up after each eruption.
The volcano in Dionisio's cornfield grew into a tall mountain. It covered the town of Paricutín, Mexico. The people who had lived there moved away.
6
the hot lava, ash, and rocks coming from the volcano
the house where Dionisio and his family live
the cornfield where Dionisio was working
the ground that they are walking on
OK

- Follow instructions on the test screen to take a test. When complete, select the **Exit** button to return to **My Tasks** mode.
- To return to the *Destination Success* log in page, click the **Stop** button .

Task Status Menu

The **Task Status Menu** allows you to view all current Assignments or just the Assignments that are due today. You can also see which Assignments are complete and which are incomplete.

- To see a list of the Assignments that are due today, click the **Due Today** button:

- To see a list of all current Assignments, click the **Current** button:

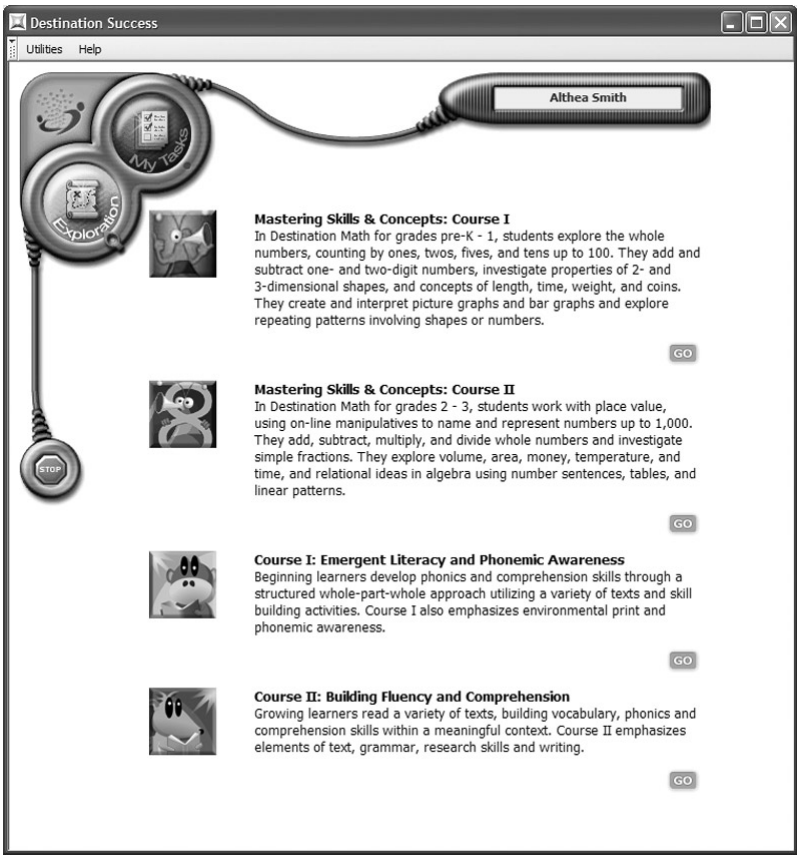
- To see a list of incomplete Assignments, click the **Incomplete** button:

- To see a list of completed Assignments, click the **Completed** button:

- To hide the **Task Status Menu**, click the arrow button. (Click again to see the menu.)

Main Screen—Exploration Mode

1. From the *Destination Success* main screen in **My Tasks** mode, click the **Exploration** button .
2. The *Destination Success* menu changes to **Exploration** mode, and you can freely explore Riverdeep software.


Destination Success
Utilities
Help
Althea Smith
My Tasks
Exploration
STOP
Mastering Skills & Concepts: Course I
In Destination Math for grades pre-K - 1, students explore the whole numbers, counting by ones, twos, fives, and tens up to 100. They add and subtract one- and two-digit numbers, investigate properties of 2- and 3-dimensional shapes, and concepts of length, time, weight, and coins. They create and interpret picture graphs and bar graphs and explore repeating patterns involving shapes or numbers.
GO
Mastering Skills & Concepts: Course II
In Destination Math for grades 2 - 3, students work with place value, using on-line manipulatives to name and represent numbers up to 1,000. They add, subtract, multiply, and divide whole numbers and investigate simple fractions. They explore volume, area, money, temperature, and time, and relational ideas in algebra using number sentences, tables, and linear patterns.
GO
Course I: Emergent Literacy and Phonemic Awareness
Beginning learners develop phonics and comprehension skills through a structured whole-part-whole approach utilizing a variety of texts and skill building activities. Course I also emphasizes environmental print and phonemic awareness.
GO
Course II: Building Fluency and Comprehension
Growing learners read a variety of texts, building vocabulary, phonics and comprehension skills within a meaningful context. Course II emphasizes elements of text, grammar, research skills and writing.
GO

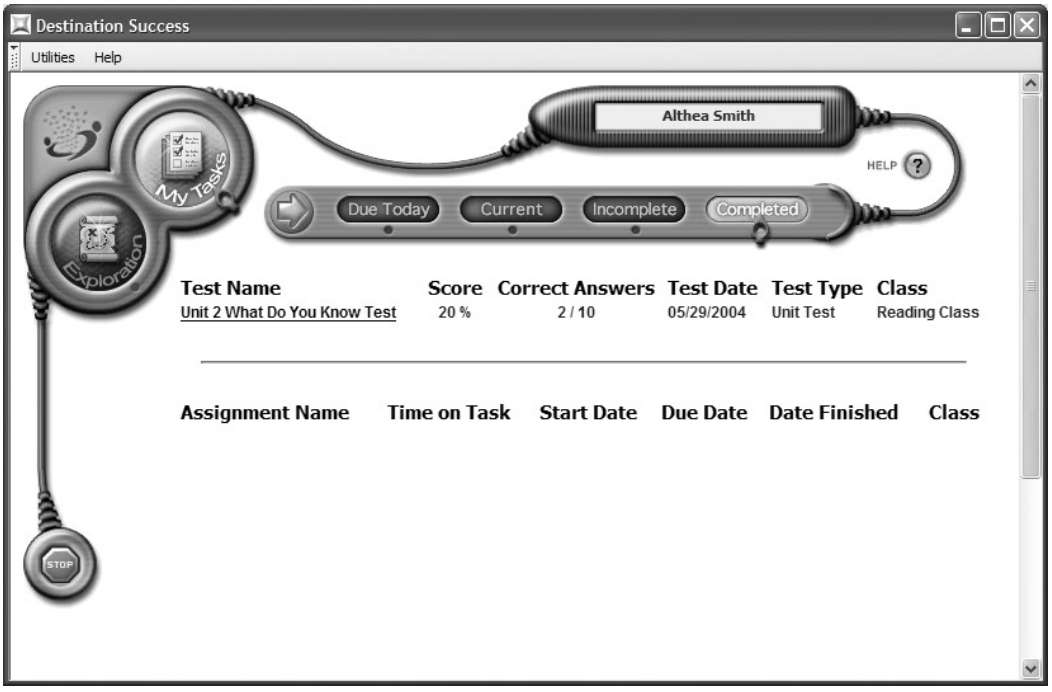
- To launch a software course, click the course's icon , or click the **GO** button that appears beneath the course description.
- To return to **My Tasks** mode, where you can see and open your Assignments, click the **My Tasks** button .
- To return to the *Destination Success* log in page, click **Stop** .

View Test Results

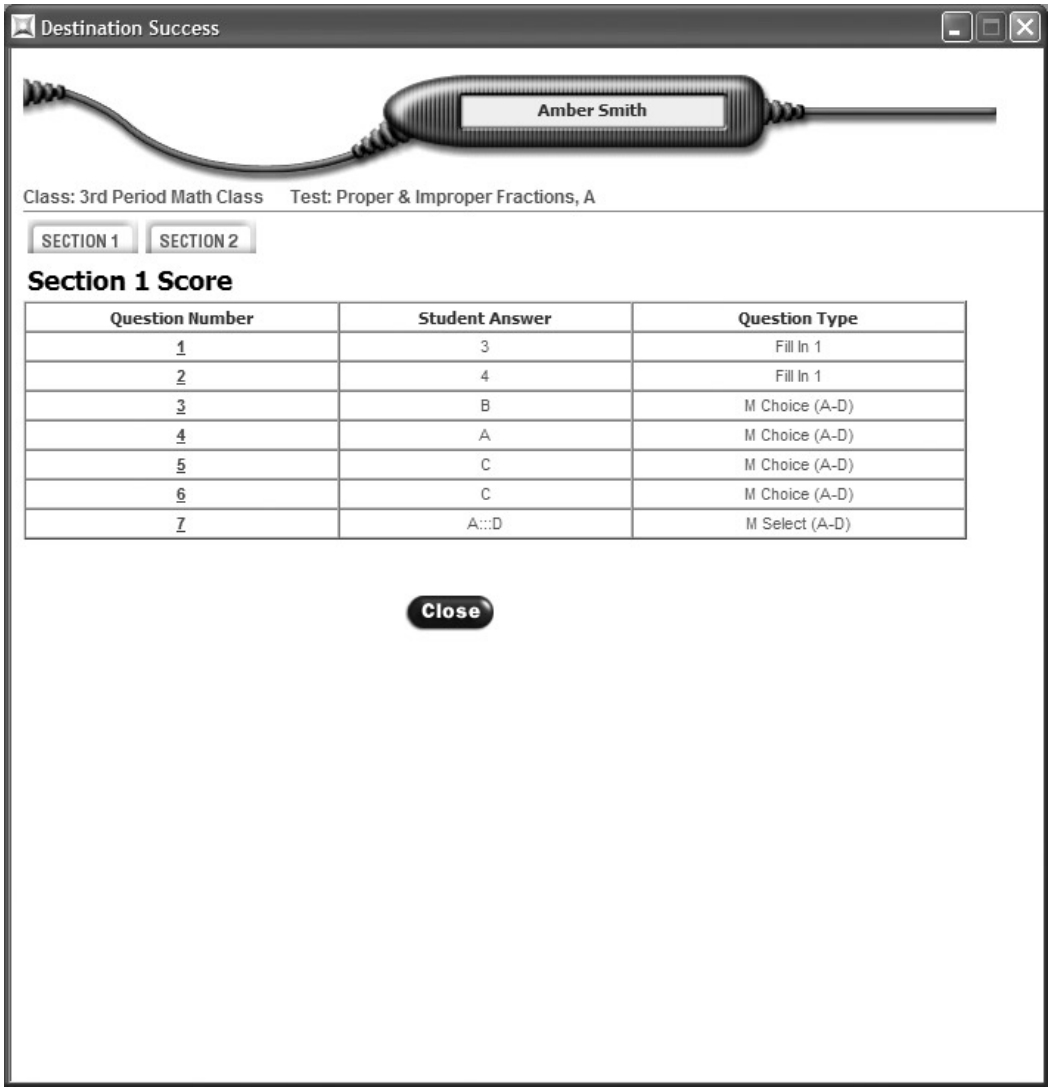
After you have finished a Test, you can view the results of that Test. Each question can be displayed onscreen for your review.

To see the results of a completed Test, follow these steps:

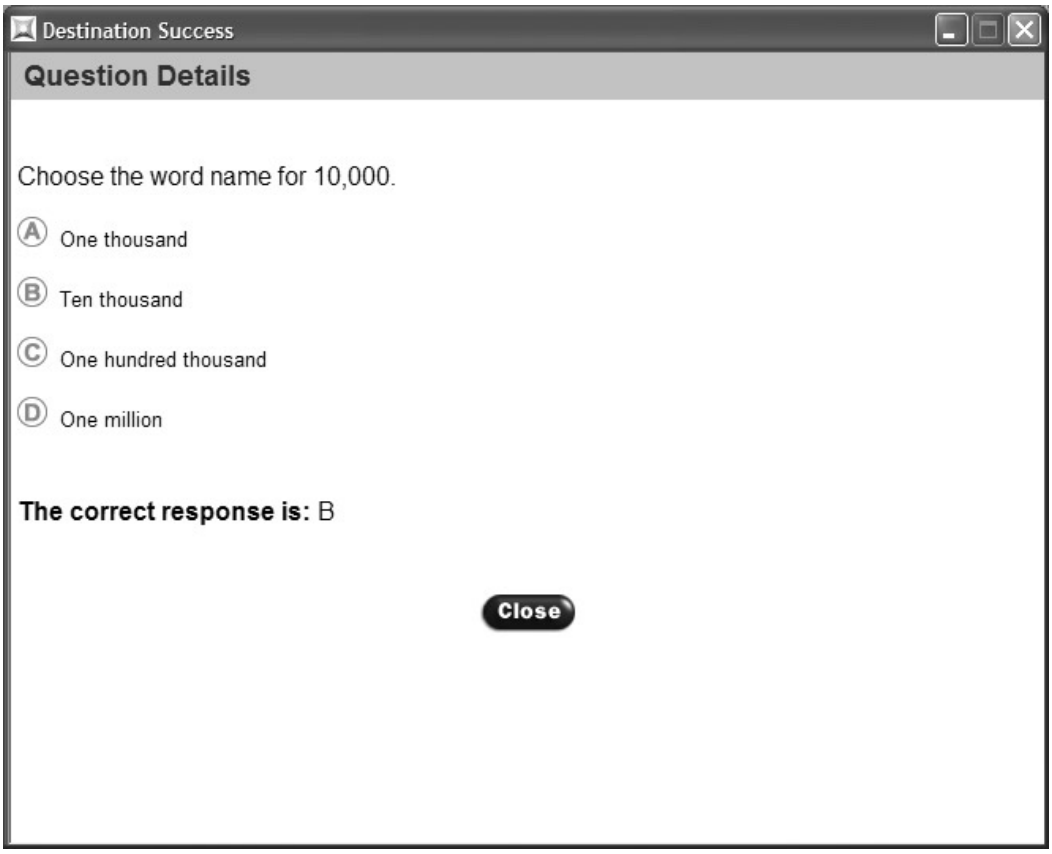
1. In **My Tasks** mode, click the **Completed** button on the **Task Status Menu** to view a list of all completed Assignments and Assessments.



2. Click the name of the Test for which you want to view the results (for example, *Proper and Improper Fractions, A*).



3. All questions from the Test are listed on the left side of the screen.
4. Click a question from the list on the left to see it displayed as a new window. The correct response will be shown.



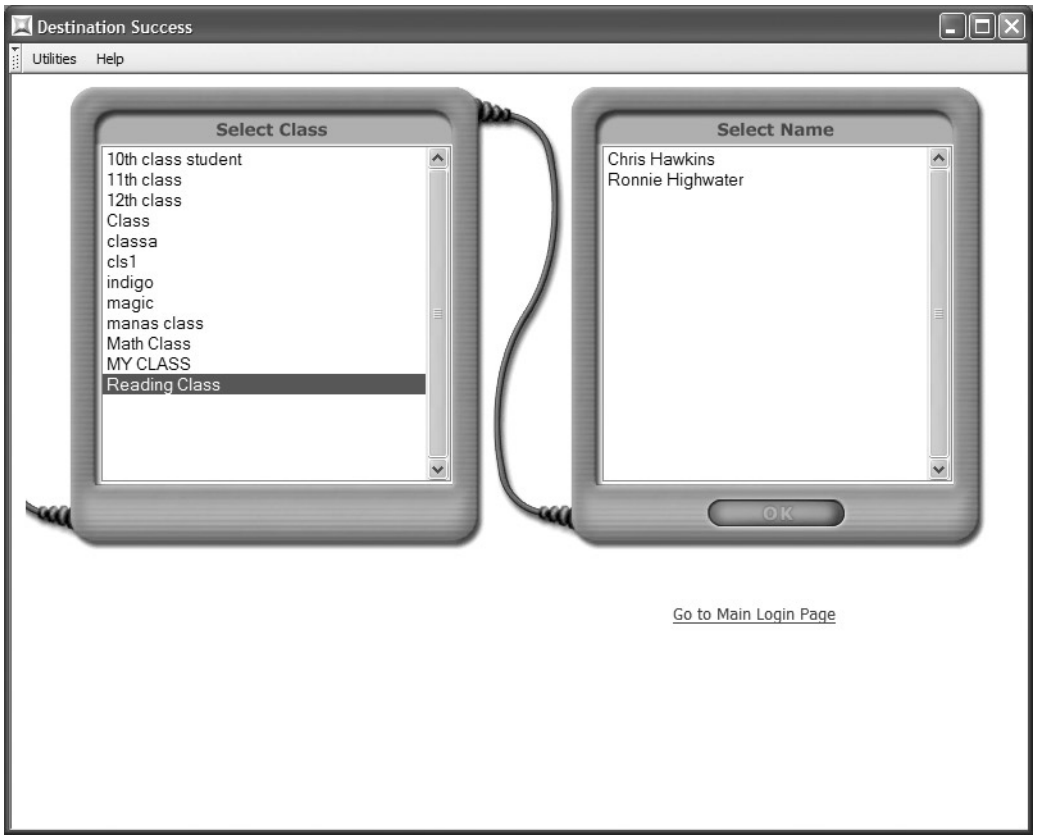
Simplified Menu

Log In

The **Simplified Menu** provides a graphical interface for younger students or when security is not important. Students using this menu are not required to enter a password to log in to *Destination Success*. To log in with the **Simplified Menu**:

1. Click the **Simple Log In** icon

in the lower right corner of the log in page.
2. **Select Class** and **Select Name** menus appear.

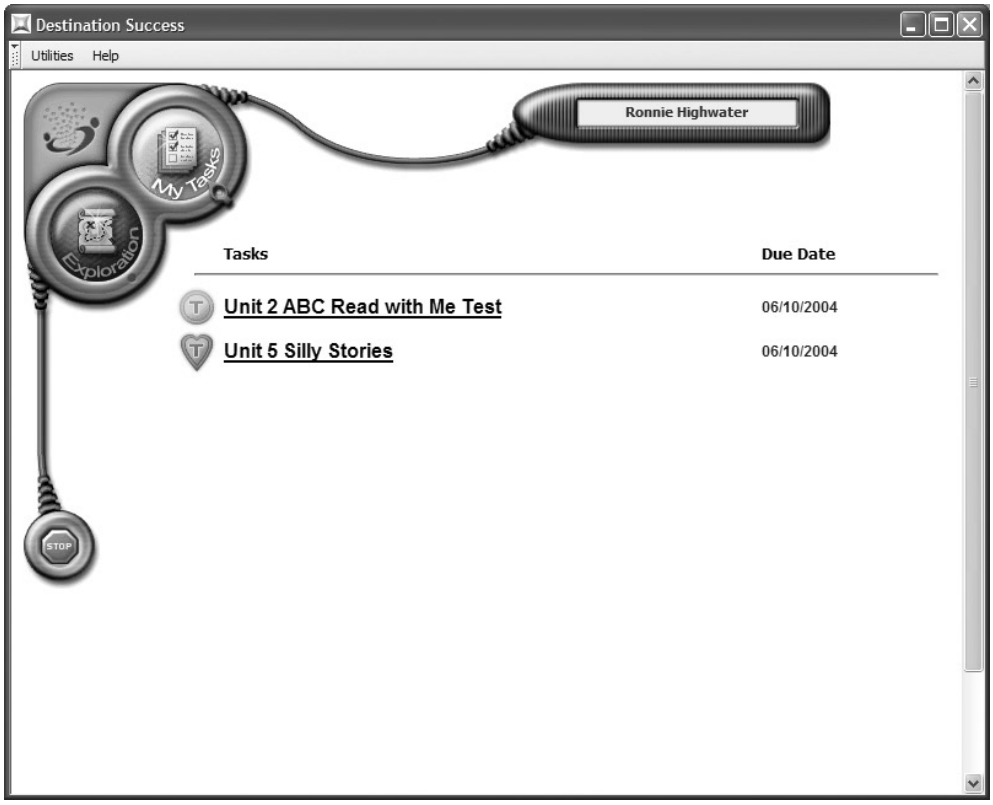


3. Select your class from the list on the left.
4. A list of students in the selected class appears on the right. Select your name from the list on the right and click the **OK** button

to log in.

Main Screen—My Tasks Mode

Once you have logged in through the Simplified Menu, the *Destination Success* simplified main screen opens in **My Tasks** mode. You will see something like this:

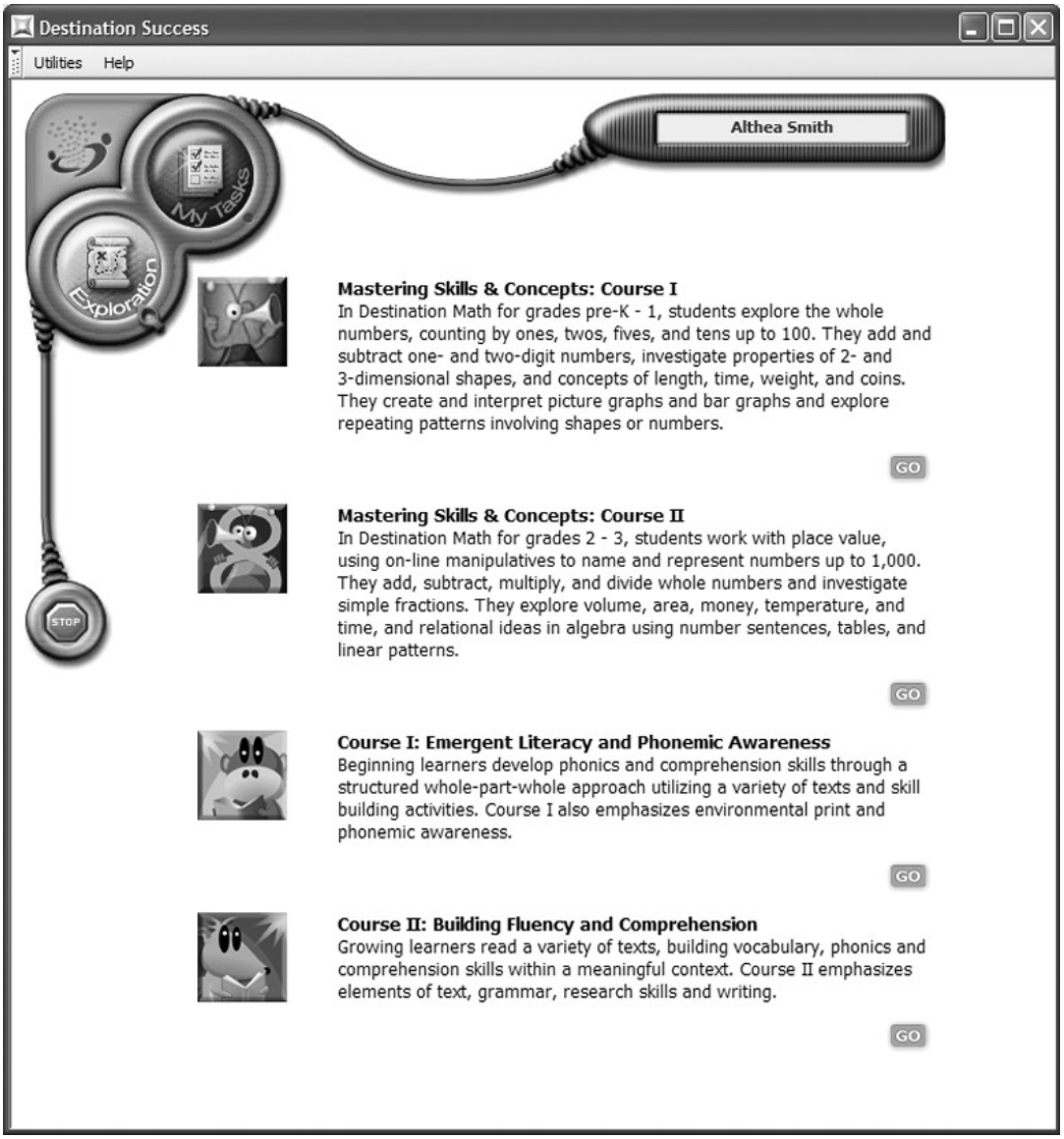


Test and Assignment Icons

- Icons displaying the letter "T" represent Assessments or Quizzes.
- Plain icons represent Assignments. The shapes of Assignment icons are chosen randomly and do not correspond to specific types of Assignments.
- To open an assignment or test, click the icon next to it. (Teachers can tell students what to click; for example, "Today, click on the star.")
- To return to the *Destination Success* log in page, click the **Stop** button .

Main Screen—Exploration Mode

1. From the *Destination Success* main screen in **My Tasks** mode, click the **Exploration** button .
2. The *Destination Success* menu changes to **Exploration** mode, and you can freely explore Riverdeep software.


Destination Success
Utilities
Help
Althea Smith
My Tasks
Exploration
STOP
Mastering Skills & Concepts: Course I
In Destination Math for grades pre-K - 1, students explore the whole numbers, counting by ones, twos, fives, and tens up to 100. They add and subtract one- and two-digit numbers, investigate properties of 2- and 3-dimensional shapes, and concepts of length, time, weight, and coins. They create and interpret picture graphs and bar graphs and explore repeating patterns involving shapes or numbers.
GO
Mastering Skills & Concepts: Course II
In Destination Math for grades 2 - 3, students work with place value, using on-line manipulatives to name and represent numbers up to 1,000. They add, subtract, multiply, and divide whole numbers and investigate simple fractions. They explore volume, area, money, temperature, and time, and relational ideas in algebra using number sentences, tables, and linear patterns.
GO
Course I: Emergent Literacy and Phonemic Awareness
Beginning learners develop phonics and comprehension skills through a structured whole-part-whole approach utilizing a variety of texts and skill building activities. Course I also emphasizes environmental print and phonemic awareness.
GO
Course II: Building Fluency and Comprehension
Growing learners read a variety of texts, building vocabulary, phonics and comprehension skills within a meaningful context. Course II emphasizes elements of text, grammar, research skills and writing.
GO

- To launch a software course, click the course's icon , or click the **GO** button GO that appears beneath the course description.
- To return to **My Tasks** mode, where you can see and open your Assignments, click the **My Tasks** button .
- To return to the *Destination Success* log in page, click the **Stop** buttor .

Introduction to the *Destination Reading Courseware*

Philosophy and Purpose

Destination Reading is a comprehensive, electronically-based reading curriculum. It teaches students to read fluently and with understanding. *Destination Reading* uses a balanced approach that explicitly teaches phonics, decoding, and comprehension skills within and around language- and literature-rich activities.

Destination Reading can be used as the basis of your reading program, or it can be used to complement a reading curriculum already in place. *Destination Reading Course I* (*DR Course I*) is designed for grades K and 1. (It can also be used in the PreK classroom.) Students can interact with a new software activity each day throughout the entire school year.

When added to a curriculum that includes teacher-led instruction and time spent with printed books, software such as *Destination Reading* provides unique advantages in reading instruction:

- Pre-readers can work independently at the computer because the software provides spoken instructions.
- Unlike a printed textbook, software can automatically adjust itself to fit the student's level. Adaptive feedback advances students through the curriculum more quickly when they are succeeding and more slowly—with additional instructions and practice problems—when they are having difficulty. *DR Course I* praises students when they succeed and provides gentle, helpful feedback when they choose the wrong answer.
- Most of the electronic books in *DR Course I* include a "read aloud" option. Students can choose to read the text independently, click an individual word to hear it read aloud, or click a green dot to hear the entire page read aloud.
- Students can work through the program freely, at their own pace, or teachers can assign specific activities to individuals or to the whole class.

DR Course I is research based, teacher-tested, and student-tested. Riverdeep used current research, classroom observations, and teacher focus groups to develop a product that teaches reading effectively and meets the needs of today's classroom. Significant contributions to the development of *DR Course I* were also made by Dr. Victoria Purcell-Gates—one of the country's leading thinkers in literacy and reading instruction.

Content

The *Destination Reading* series currently covers grades K-3. It helps students grow from non-readers to fluent readers and writers—whether they've come from a literacy-rich background or have had limited prior exposure to text.

Destination Reading Course I Grades K–1

In 17 units, 215 activities teach:

- fundamental print concepts
- alphabetic principles
- phonemic awareness
- phonics
- early reading
- automatic word recognition
- vocabulary
- comprehension strategies

Included in the program are:

- narrative fiction
- informational texts
- decodable texts
- poetry
- songs
- environmental text
- writing activities

For a detailed description of the content in *Destination Reading Course I*, please see the *Scope & Sequence*.

Destination Reading Course II Grades 2–3

In 24 units, 287 activities teach:

- comprehension
- advanced phonics
- word study
- elements of fiction
- elements of nonfiction
- writing
- early grammar
- research skills
- reading for task-related purposes
- reading graphics-based text

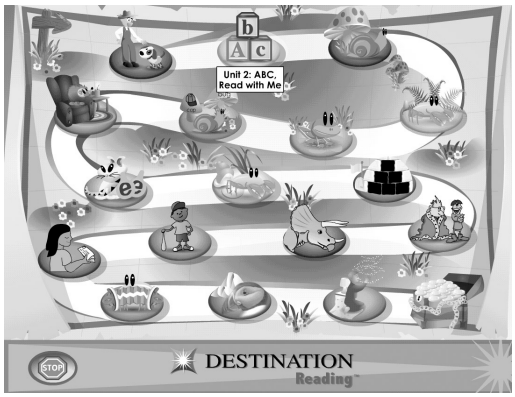
Included in the program are:

- fiction and nonfiction in a wide variety of genres
- graphics-based text such as maps, charts, and timelines
- poetry
- songs
- writing activities

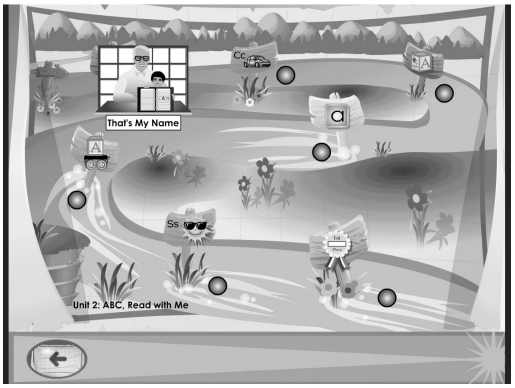
Course Overview — *Destination Reading Course I*

Units

The entire *Destination Reading* curriculum is organized into units.



DR Course I contains 17 units, shown here on the Course Menu.



Each unit contains between 7 and 32 different activities. Here we see the activities in Unit 2.

In Exploration Mode, students can explore all levels of *Destination Reading Course I* (*DR Course I*), opening any unit and using the activities in that unit. (For more information about Exploration Mode, please see the Using *DR Course I* section of this guide.) In My Tasks Mode, you can assign students specific units or activities through the *Destination Success* management system. (For more information about assigning activities, see the Systems Install guide.)

Unit Structure

The units in *DR Course I* are structured to insure that students learn language skills in an authentic context—and then apply these skills to useful tasks. Most of the units in *DR Course I* begin with a text (such as a grocery list, story, poem, or informational book) and then proceed to activities that develop or reinforce phonics and comprehension skills. These activities are often related to the content or format of the text that was just read. Many units culminate with a creative assignment that allows students to demonstrate the skills and knowledge they have learned in the unit.

Skills are developed within individual units, and are also built gradually over several units within the course. In *DR Course I*, students learn letter names and sounds, then learn to identify letter sounds in words. Next, students practice decoding CVC words (such as cat, hop, and tan) and then advance to decoding

CVCe words (*for example, cape, tube, and kite*). Activities in *DR Course I* are designed to develop the essential phonics and comprehension skills needed to become a reader.

Here is an outline of a typical unit in *DR Course I*:

1. Early in the unit, students are introduced to a text. Students can read the text aloud or (in most cases) have the text read aloud to them.
2. Students complete activities that develop literacy skills such as letter recognition, word building, sentence building, and comprehension. Comprehension activities are based on the text(s) read in the unit. Other activities are often related to the text, too. For example, students might return to a previously read jump-rope rhyme to find words that begin with the letter *S*.
3. Most units conclude with an activity that asks students to create their own texts. These assignments may be guided or open-ended but all involve practicing and applying the skills learned in the unit's activities. The completed creative assignment stands as a concluding "whole" to the unit's "parts."

Example: Unit 2

The units in *DR Course I* are presented in a carefully sequenced order that emphasizes the basic skills necessary to learn to read. As an example, let's look at Unit 2: ABC, Read with Me. (To open Unit 2, click its icon from the *DR Course I* Unit Menu in Exploration Mode. For more information about navigation in *DR Course I*, see the Using *DR Course I* section of this guide.)

In Unit 2, students are introduced to the letters of the alphabet. Activities are presented in a sequence designed to help students remember the names and sounds of the letters, along with their order in the alphabet.

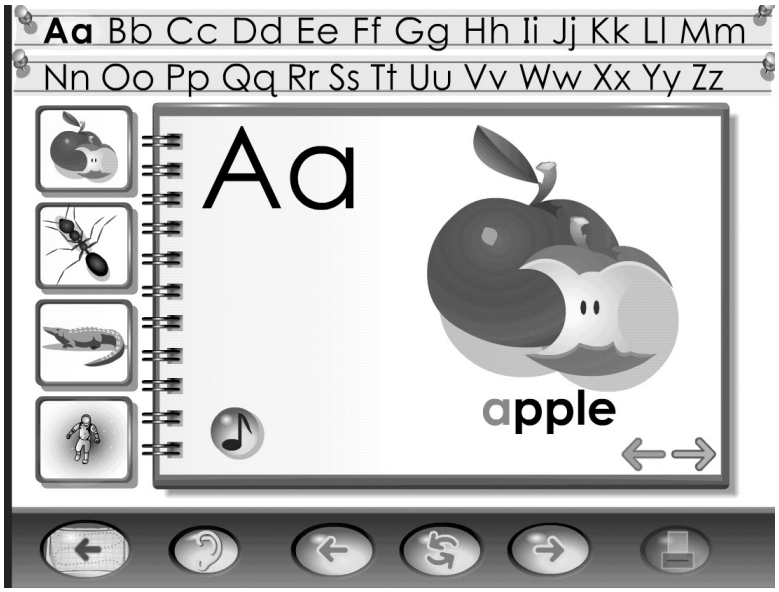
Students begin this unit by reading the story *That's My Name*.

That's My Name

This story is about a boy named Lan. With his grandfather's help, he identifies the letters of his name and arranges them in the correct order to spell his name. The story demonstrates that letters appear in texts, make sounds, and can be combined to form words. These implicit lessons are then explicitly taught and reinforced in the activities that follow.

To practice and reinforce skills, students complete the following activities.

My Alphabet Book

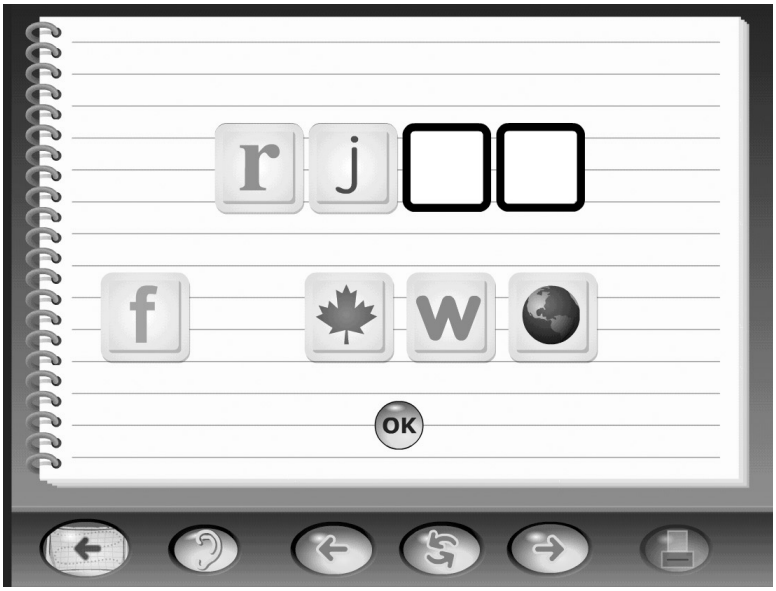


In *My Alphabet Book*, students view a page for each letter of the alphabet. Students can click pictures of things that begin with that letter. This activity gives students practice recognizing letters and associating them with the beginning sounds in words.

My Alphabet Blocks

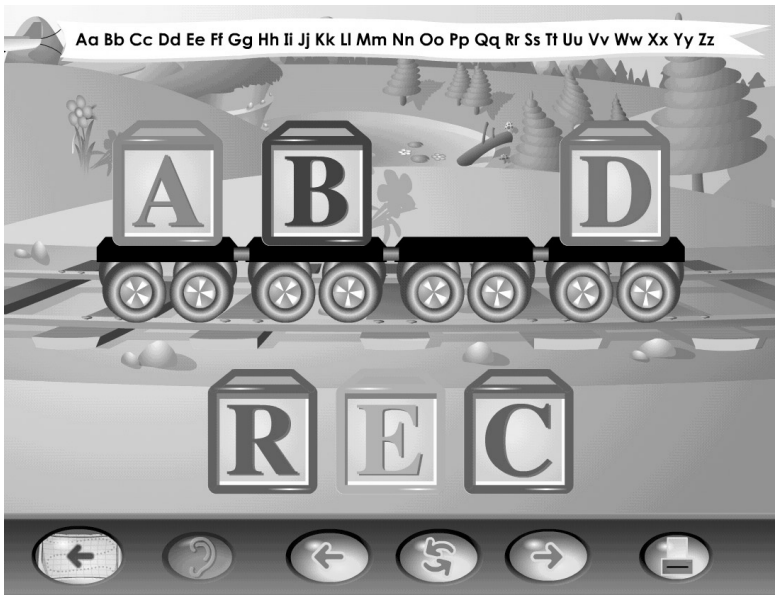
In *My Alphabet Blocks*, students can click the blocks to rotate them and view uppercase and lowercase versions of each letter, as well as a picture of a word that begins with that letter. This open-ended exploration allows students to experiment with letters at their own pace and in their own way.

Letter Shapes and Sizes



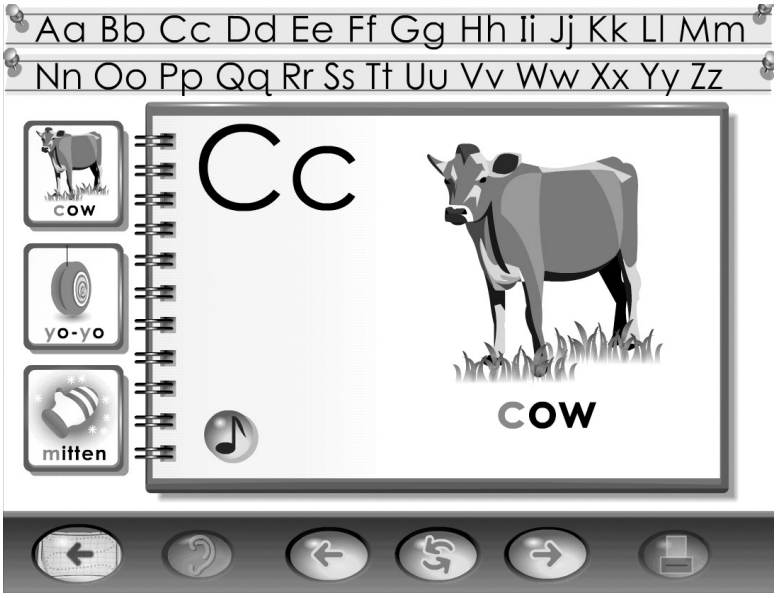
In *Letter Shapes and Sizes*, students identify letters in various forms (different fonts and appearances). Students also drag letters into the answer spaces to practice distinguishing letters from numbers and other non-letter shapes.

Alphabet Train



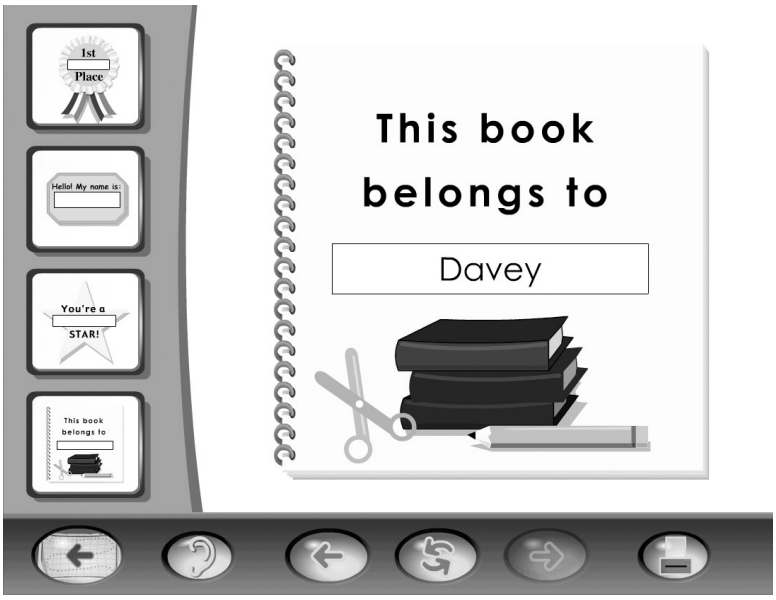
All aboard the *Alphabet Train*! Students choose the correct letter to complete a sequence of letters in alphabetical order.

Alphabet Book: Find the Picture



Students revisit the *Alphabet Book* to practice matching words and letters. From three illustrated words, they must choose the one that starts with a given letter of the alphabet. This activity also helps students associate words with pictures.

My Name Is _____



At the start of this unit, students read about a boy finding and assembling letters to spell his name. Students conclude the unit by typing letters of the alphabet to spell their *own* names. Using the skills they have developed during the activities (letter recognition, grouping letters to make words, and matching words to letters of the alphabet), students type the correct letters in the correct order to make their names.

Most of the units in *DR Course I* are structured in a similar way to the example unit described above. A unit usually starts with a text, then presents several skills-based activities, and then concludes with a student demonstration of the skills learned—usually in a creative assignment involving writing or writing-readiness skills.

Product Features

Balanced Approach to Literacy

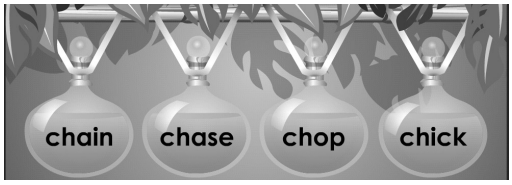
Destination Reading Course I (*DR Course I*) offers a balanced approach to reading, including instruction in both phonics and comprehension. Letter names and sounds are explicitly taught, as are blends, digraphs, diphthongs, and special rules such as "Silent *E*" and "Bossy *R*." The program also teaches the purposes of print. Students read a variety of texts that are interesting, meaningful, and offer many opportunities to apply recently learned phonics skills.

Adaptive Feedback

DR Course I adjusts automatically to suit each learner. It provides each student as much support as needed for success. It also adjusts the pace for each learner, providing more practice in a skill where the student is struggling, and moving more quickly through skills where the student is doing well.

Adaptive feedback ensures that students learn from their mistakes and ultimately achieve success. For example, a student working with the *Listen for Digraphs* activity in Unit 12 might receive the following problem.

Note: Throughout this section, text in *italics* represents audio directions and feedback given by the software.



Click the word chase.

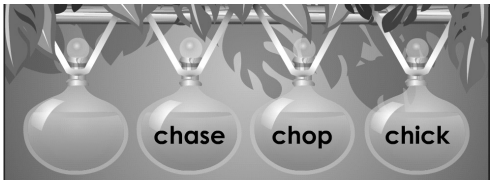
A student who answers correctly moves to the next problem. A student who answers incorrectly receives help.

The following is the sequence a struggling student might follow.

1. *Click* the word *chase*.
2. The student clicks **chop**.

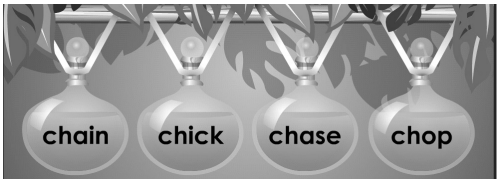
   Chop. Find the word chase. Please try again.
3. The student clicks **chain**.

   Chain. Find the word chase. Please try again.



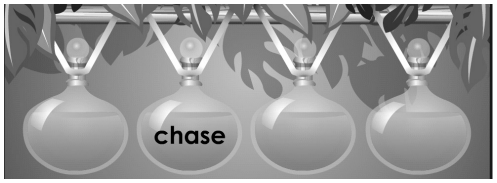
4. The software removes **chain** from the screen, leaving three choices.
5. The student clicks **chick**.

   Chick. Find the word chase. Please try again.



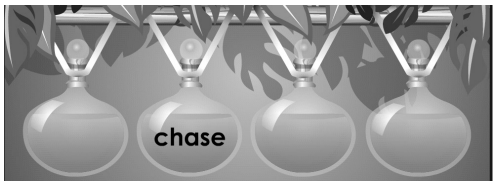
6. The software removes **chick** from the screen, leaving two choices.
7. The student clicks **chop**.

   Chop. Find the word chase. Please try again.



8. The software removes **chop** from the screen, leaving just one choice—the correct one.
9. The student clicks **chase**. (The student must actively select the correct answer, even if it is the only choice left.)

   Chase. Great!



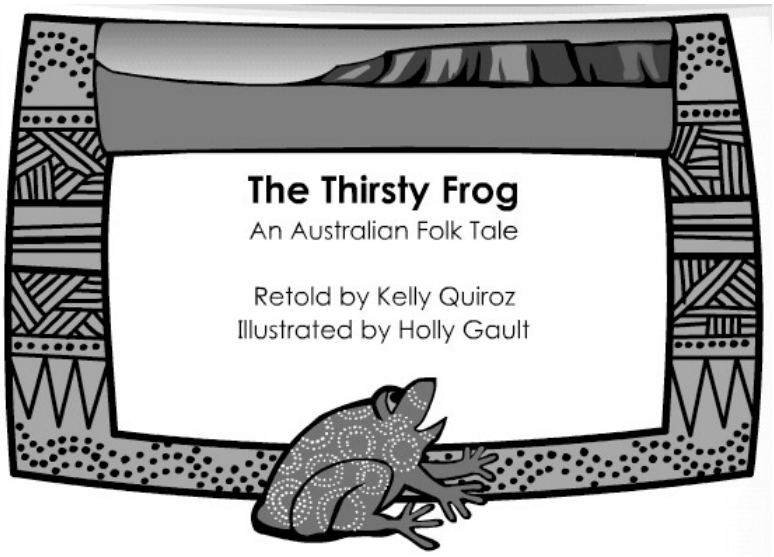
10. Because the student was struggling, the software now presents the same question again, with all four choices (but in a different order), giving the student an opportunity to choose **chase** independently.
11. Once the student is able to choose **chase** within the first two tries, the software moves on to a new problem.

DR Course I provides more problems for students who need more practice, while allowing students who are doing well to move ahead. For example, in the consonant digraph activity shown above, a student who answers every problem correctly will get three problems about the digraph *ch*. A student who is answering incorrectly may get up to five original problems, and may also repeat some problems, as described above.

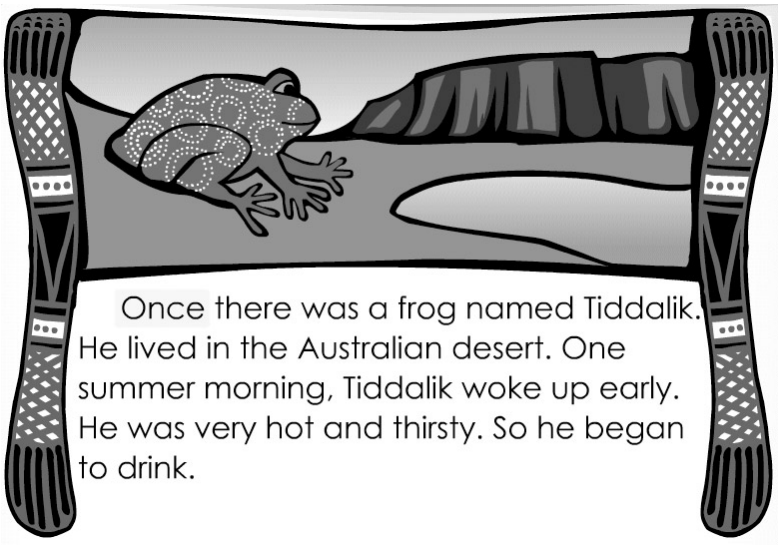
Explicit Instruction

To a skilled reader, many reading concepts seem obvious—for example, the fact that words are made up of letters. But for some students, these concepts are new. To help ensure that all children succeed, *DR Course I* teaches concepts explicitly. The following is an example of explicit instruction from the activity The *Thirsty Frog* in Unit 1 of *DR Course I*.

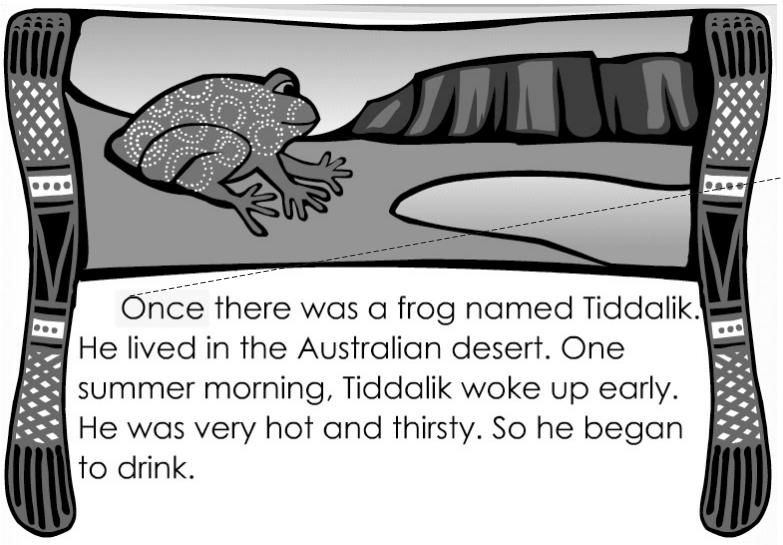
Note: Throughout this section, text in i*talics* represents audio directions and feedback given by the software.



1. *Now we are going to read a story called* The Thirsty Frog. *Before we read it, let's look at some of the letters, words, and sentences in this story.*

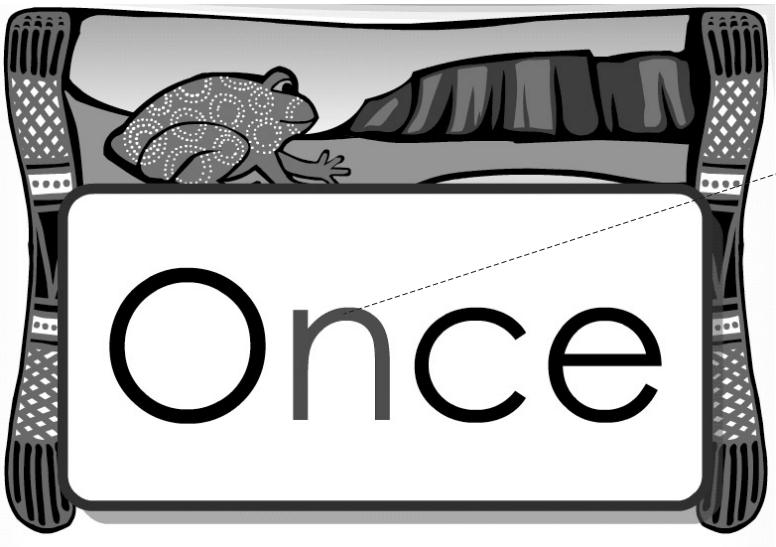

Once there was a frog named Tiddalik. He lived in the Australian desert. One summer morning, Tiddalik woke up early. He was very hot and thirsty. So he began to drink.

2. *These are the words on the first page in the story.*


Once there was a frog named Tiddalik. He lived in the Australian desert. One summer morning, Tiddalik woke up early. He was very hot and thirsty. So he began to drink.

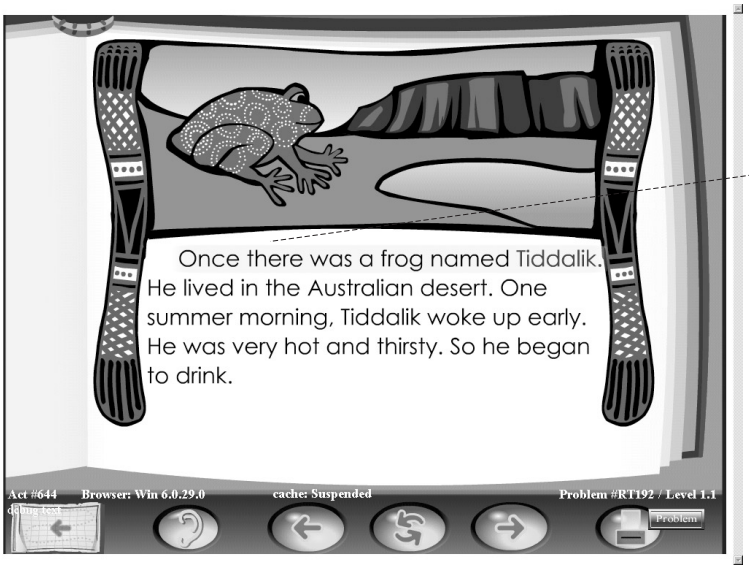
The word "once" is highlighted.

3. *The very first word in the story is right here. It is the word <u>once</u>.*



Each letter is highlighted as its name is spoken.

4. *The word <u>once</u> has four different letters in it. The letters are <u>O</u>, <u>N</u>, <u>C</u> and <u>E</u>. When we put letters together, they make words.*


Once there was a frog named Tiddalik.
He lived in the Australian desert. One summer morning, Tiddalik woke up early. He was very hot and thirsty. So he began to drink.
Act #644
Browser: Win 6.0.29.0
cache: Suspended
Problem #RT192 / Level 1.1
Problem

The sentence is highlighted and read aloud.

5. *In a story, writers put words together to make sentences. The word <u>once</u> is in the sentence, "<u>Once there was a frog named Tiddalik.</u>"*

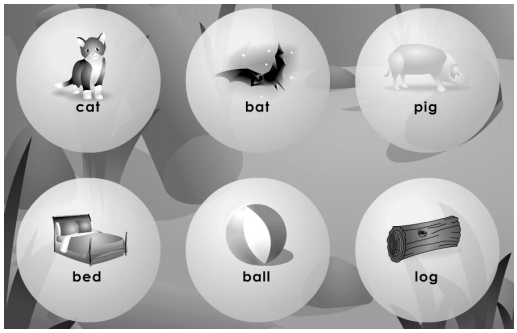
Once there was a frog named Tiddalik.
He lived in the Australian desert. One
summer morning, Tiddalik woke up early.
He was very hot and thirsty. So he began
to drink.

The spaces between the words are highlighted.

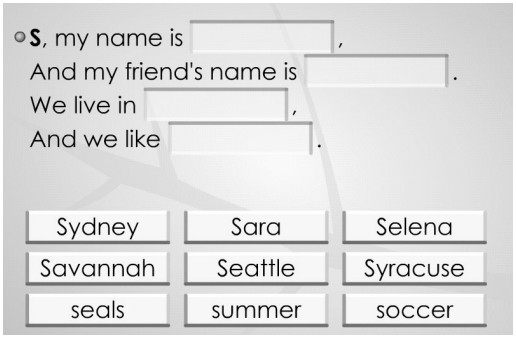
6. *There is a space between each word in the sentence. Did you notice each word in the sentence as it was read out loud?*
7. *Let's begin this story. Look for the letters, words and sentences as we read* The Thirsty Frog.

Guided and Exploratory Learning

Research shows some children learn through guided learning and others through personal discovery. *DR Course I* offers a mix of focused, task-oriented activities and open-ended exploration activities.



Guided activity: Find B Words (Unit 4)
Click all the bubbles with picture-words that begin with the sound /b/.



Open-ended activity: Make Your Own Letter S Jump Rope Rhyme (Unit 3)
Now it's time to make your own jump rope rhyme. Drag words up to the empty spots.

Note: In this activity, there are no right or wrong answers.

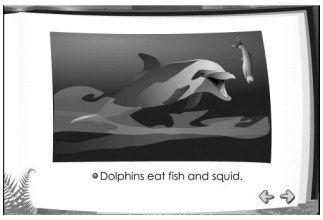
Variety of Texts

Different text styles appeal to different students. Some early readers thrive on fanciful stories; others prefer nonfiction. Traditionally, books designed for early readers have focused on fiction. Research shows that some children learn to read more effectively with nonfiction texts. Therefore, more and more teachers are now including nonfiction texts in their reading instruction.

DR Course I offers a wide variety of fiction and nonfiction texts, providing something for everyone and—just as importantly—exposing students to a wide range of the text types successful readers must master.

Texts in *DR Course I* include:

- Nonfiction informational texts
- Original fiction—including contemporary, historic, and adventure stories
- Folk tales and a fairy tale
- A tall tale
- An alphabet book
- Poems, rhymes, and songs
- Environmental text, such as lists, labels, signs, and posters



Support for Independent Reading

Many students using *DR Course I* are not yet readers. The program offers several features to support them as they learn to read.

- Most texts include a green "read aloud" button. Students can click this button to hear the entire page read aloud by one of several professional actors, using expressive narration. Each word is highlighted as it is read, allowing students to follow along.
- In most activities and texts, students can click individual words to hear them read aloud.
- Some texts are designed for independent reading. These texts are referred to as "decodable texts." Students should be able to recognize or sound out at least 80% of the words found in these texts, using the skills taught up to that point in the *DR Course I* curriculum. These texts do not have a "read aloud" button, ensuring that students spend some time reading independently.

Emergent Literacy Unit

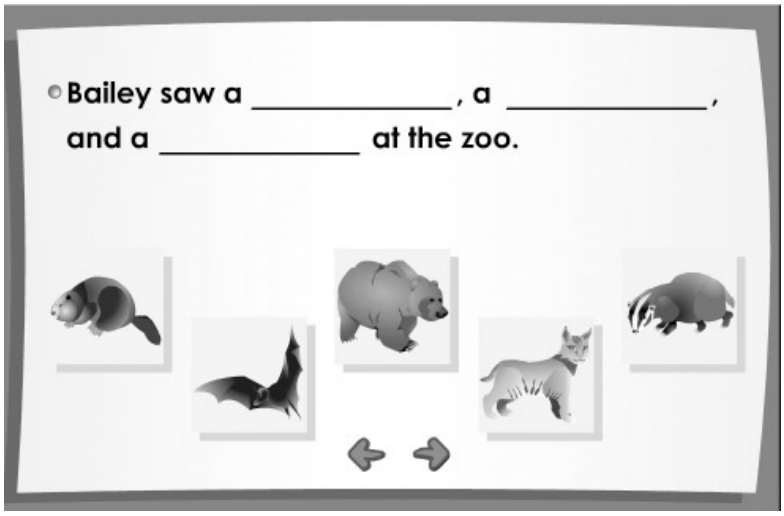
The first unit of *DR Course I* is devoted to emergent literacy, because some students enter school without a fundamental awareness of the essential concepts and functions of print. Research shows that these students are at

risk of falling behind their classmates in reading proficiency. The emergent literacy unit of *DR Course I* is designed to help these students catch up to their peers. For other students—those already familiar with essential literacy concepts—the songs, stories, and activities in Unit 1 make for a fun review. *Destination Reading* is the only program of its kind with an entire unit devoted to emergent literacy.

Writing Practice

Reading and writing are related skills. While not a comprehensive writing program, *DR Course I* provides many opportunities for students to practice writing.

In the first seven units of *DR Course I*, designed for kindergarten, students are exposed to "pre-writing" through a variety of activities, including clicking and dragging word tiles to fill in missing words and using word tiles to fill in sentences that build jump-rope rhymes, animal books, silly stories, or a grocery list.



Most units designed for grade 1 (*DR Course I*, units 8-17) provide students with at least one writing activity. Some of the writing activities are:

- Writing exaggerated sentences.
- Summarizing specific information from previously read texts.
- Writing real or silly compound words.
- Creating a new character for the story just read, given a set of descriptive words.
- Writing a new adventure, given story starters.
- Writing what you would like to learn before reading an informational text.

Because young students may not be skilled with a computer keyboard, *DR Course I* includes an onscreen keyboard. To "type," students simply click the appropriate letter onscreen. Letters are set up in alphabetical order. This makes them easy to find and reinforces the concept of alphabetical order. Students can also use their computer's keyboard if they prefer.

Classroom Management

Destination Reading uses the *Destination Success* management system. With the *Destination Success* management system, teachers can track each child's progress through *DR Course I*. Students can proceed at their own pace, because they continue to get new questions and activities until they have mastered a learning objective.

Destination Success enables teachers to:

- Create custom assignments and lesson plans for individuals, groups, or the entire class.
- Track how long it takes students to finish assignments.
- Generate a comprehensive, detailed, and individualized tracking report for each student.
- Automatically develop a customized scope and sequence based on state standards.

DR Course I in Your Classroom

It's easy to integrate *Destination Reading Course I* (*DR Course I*) into your reading curriculum. The software can be used in a wide variety of ways—as the basis of a reading curriculum, for introducing concepts, for review or extra practice, or for enrichment.

This section of the guide provides suggestions on getting ready for computer

time, using the software with your students, and tracking student progress. It also includes some motivating ideas and practical tips for using *DR Course I* to meet the needs of your class as a whole and the needs of individual students who require extra support or an extra challenge.

Getting Ready for Computer Time

The availability of computers in your classroom and school will affect how you get ready for computer time. If you have only a limited number of computers available, you will need to schedule computer time carefully so that all students have an opportunity to work at the computers. You may want to let students work in pairs or small groups. If you plan to have some students work at classroom computers while you are teaching another group, encourage students to work independently and be sure that they clearly understand their computer assignments ahead of time.

If you have a computer lab at your school, your entire class can work at once on the same *DR Course I* assignment or on individual assignments. Advance planning will enable you to get the full benefit of the time you have in the lab. For example, before you go to the lab, you can:

- Make assignments (for individuals or the whole class) from the *Destination Success* management system.
- Present introductory material.
- Assign lab partners.
- Explain computer assignments.

Teaching with *Destination Reading*

Making Presentations

You can use *DR Course I* to present a new skill or concept to the whole class. For such teacher-led presentations, you can use a single computer. If a large screen monitor or projection device is not available, make presentations to small groups of students gathered around the computer. (To find out which unit or activity teaches a specific skill, please see the *Scope & Sequence*.)

Individualized Instruction

Students who need extra help with a concept or need to catch up after absences can use *DR Course I* to learn at their own pace. Use the *Destination Success* management system to assign one or more students to a specific activity in *DR Course I*.

DR Course I can also be used for enrichment. Encourage students who enjoy a challenge to work at their own pace in *DR Course I*.

Collaborative Learning

There are advantages to letting students work at computers in groups of two or three to complete a specific assignment. As the students work out the answers together, they will be teaching each other and learning to communicate. Challenge students to make sure that all group members understand the concept by the end of the activity or unit.

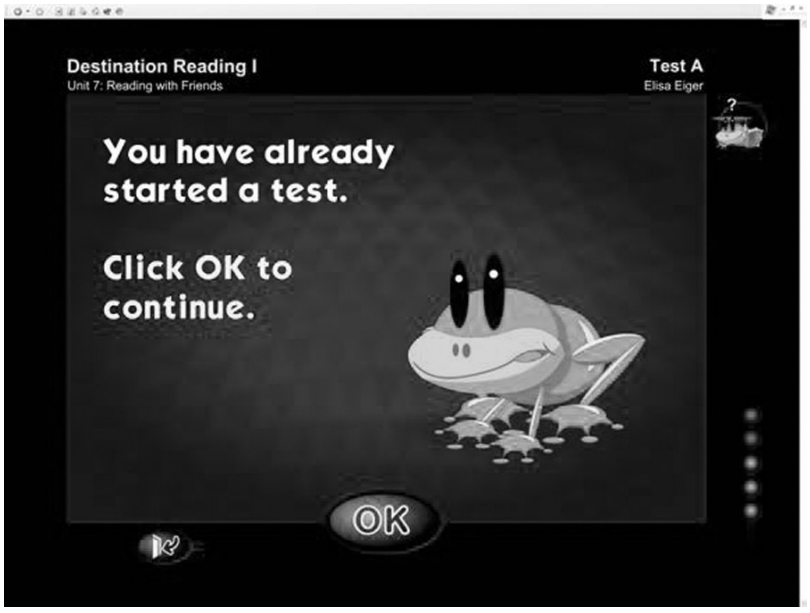
Tracking Student Progress

DR Course I automatically tracks the progress of each student who has signed in. You can easily access this information through the *Destination Success* management system.

Test Format

Tests follow a format similar to that of most standardized tests: a problem is posed and the student has to choose or construct the correct answer(s). Since *DR I* is designed for young learners, the interface is simple, colorful, and engaging. Questions are presented one at a time. Many children in this age bracket (preK to 1st grade) are still emergent readers, the questions are presented in audio form. A playback button allows students to listen to the audio as many times as they need. To help students keep track of their progress through the test, a breadcrumb trail allows them to see at a glance how many questions have been answered, and how many more are left. The breadcrumb trail changes color from red to green as students move from one question to the next.

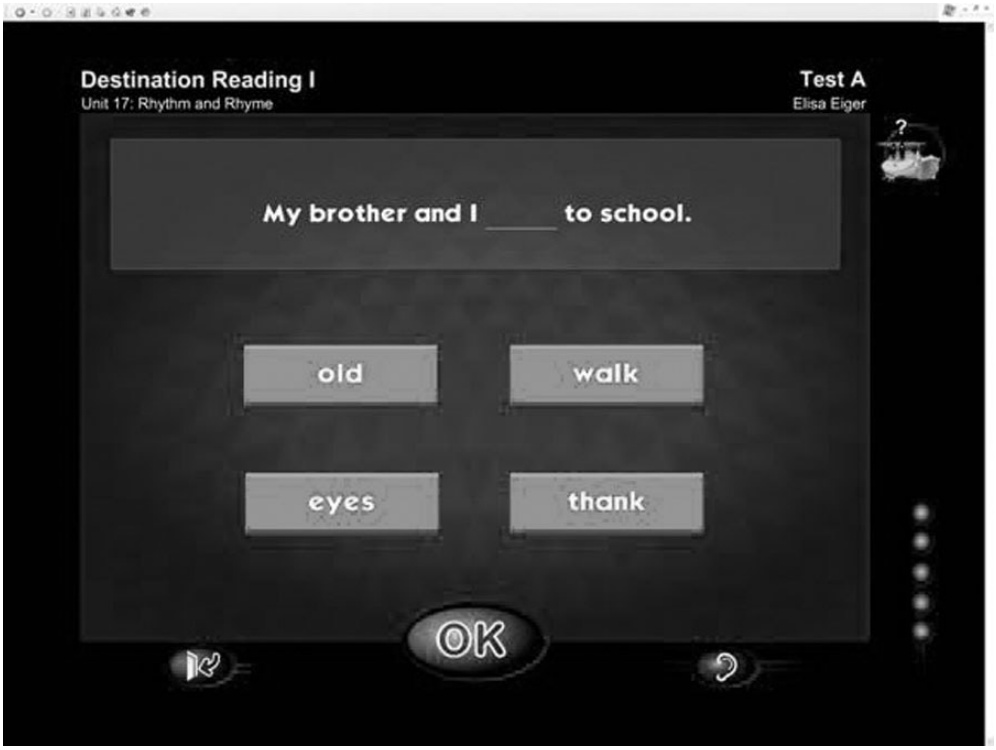
Students may exit the test at any point. When the student returns to the test, the welcome screen will indicate that the test is in progress. Clicking the **OK** button on this screen causes the test to resume where the student left off.

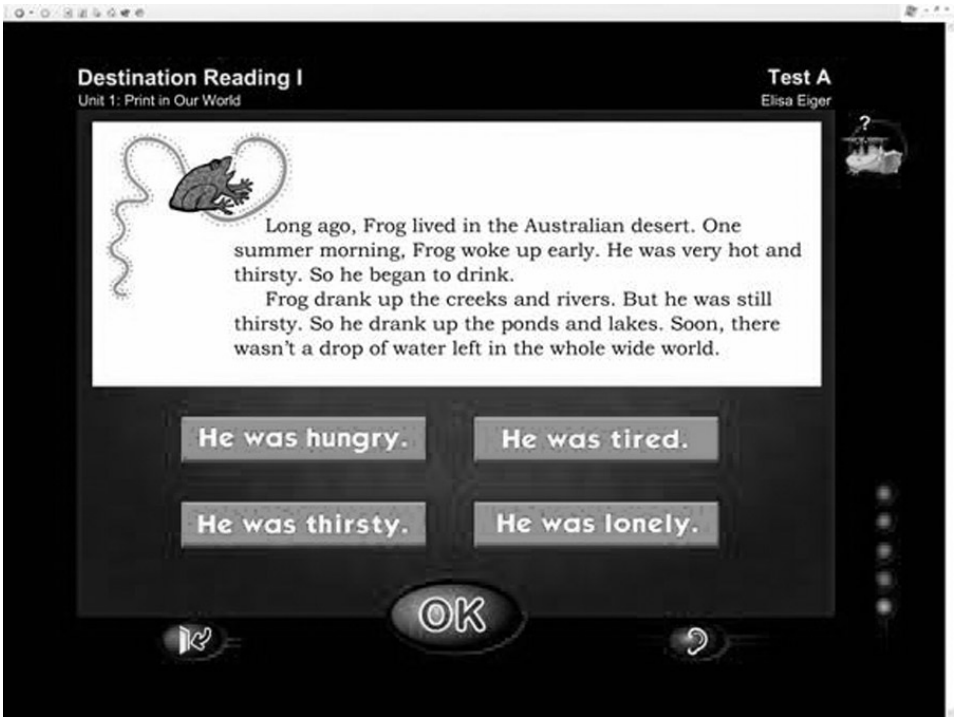


Question Format

All *DR I* questions are in the easy-to-use single choice format. After hearing the question, students click an answer choice, then click the **OK** button to confirm their answer and move on to the next question. Most questions have four answer choices.

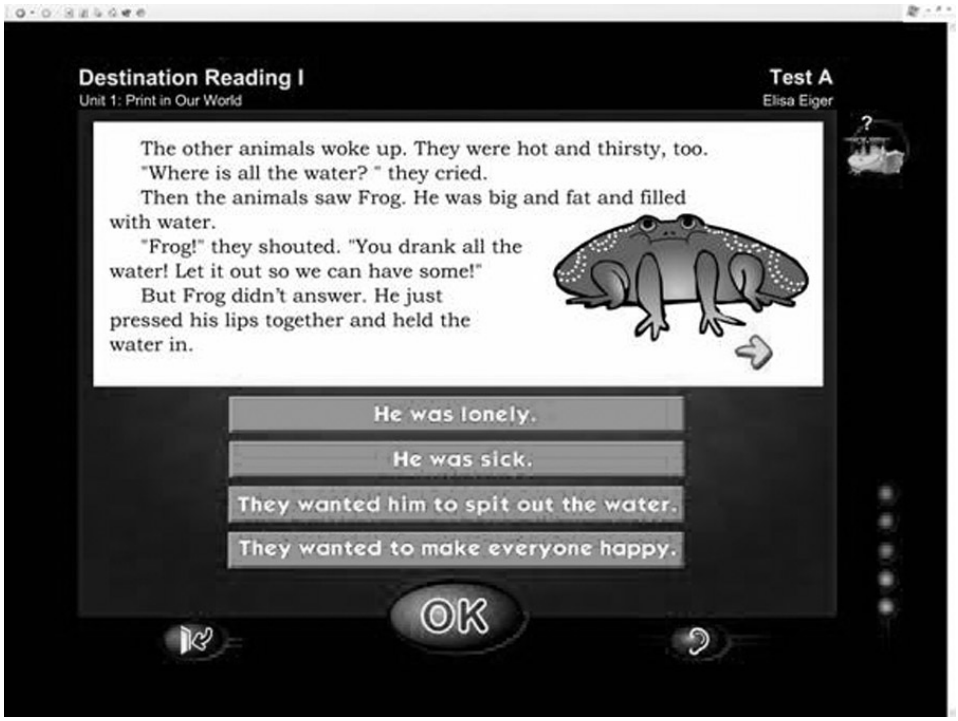
Examples of Single Choice Questions:

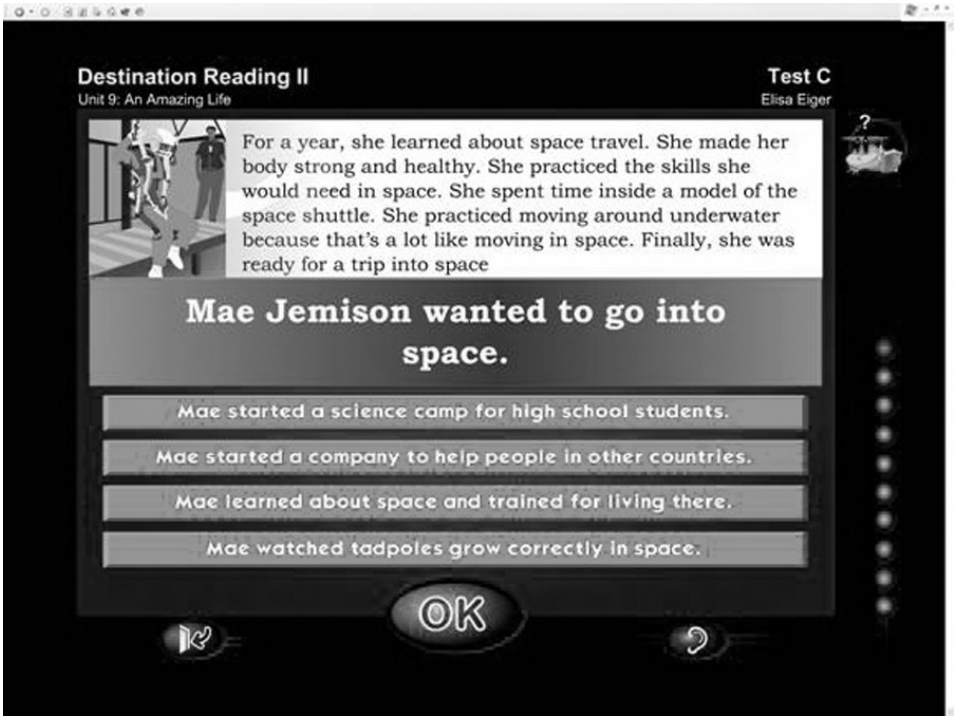



Destination Reading I
Unit 1: Print in Our World
Test A
Elisa Eiger
Long ago, Frog lived in the Australian desert. One summer morning, Frog woke up early. He was very hot and thirsty. So he began to drink.
Frog drank up the creeks and rivers. But he was still thirsty. So he drank up the ponds and lakes. Soon, there wasn't a drop of water left in the whole wide world.
He was hungry.
He was tired.
He was thirsty.
He was lonely.
OK

In order to answer a reading question, students may need to refer to more than one page of a passage. As in the *DR I* activities, clicking on the yellow arrow in the bottom corner of a page allows students to move from one page to the next.

Examples of a Multiple-Page Reading Passage:


Destination Reading I
Unit 1: Print in Our World
Test A
Elisa Eiger
The other animals woke up. They were hot and thirsty, too.
"Where is all the water? " they cried.
Then the animals saw Frog. He was big and fat and filled with water.
"Frog!" they shouted. "You drank all the water! Let it out so we can have some!"
But Frog didn't answer. He just pressed his lips together and held the water in.
He was lonely.
He was sick.
They wanted him to spit out the water.
They wanted to make everyone happy.
OK


Destination Reading II
Unit 9: An Amazing Life
Test C
Elisa Eiger
For a year, she learned about space travel. She made her body strong and healthy. She practiced the skills she would need in space. She spent time inside a model of the space shuttle. She practiced moving around underwater because that's a lot like moving in space. Finally, she was ready for a trip into space
Mae Jemison wanted to go into space.
Mae started a science camp for high school students.
Mae started a company to help people in other countries.
Mae learned about space and trained for living there.
Mae watched tadpoles grow correctly in space.
OK

Standards and Correlations

State Standards

The scope and sequence for *Destination Reading Course I* (*DR Course I*) was determined by carefully reviewing state standards for reading instruction in grades K and 1.

- **To view correlations** between *DR Course I* and a state's standards, visit www.riverdeep.net.
- **To assign students activities** that meet a particular standard, use the *Destination Reading* management system. You can view a state's standards, choose the standard you would like students to focus on, and then easily assign activities that meet that standard.

The Five Key Early Reading Skills

As detailed below, *Destination Reading* explicitly and systematically teaches five key early reading skills:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness

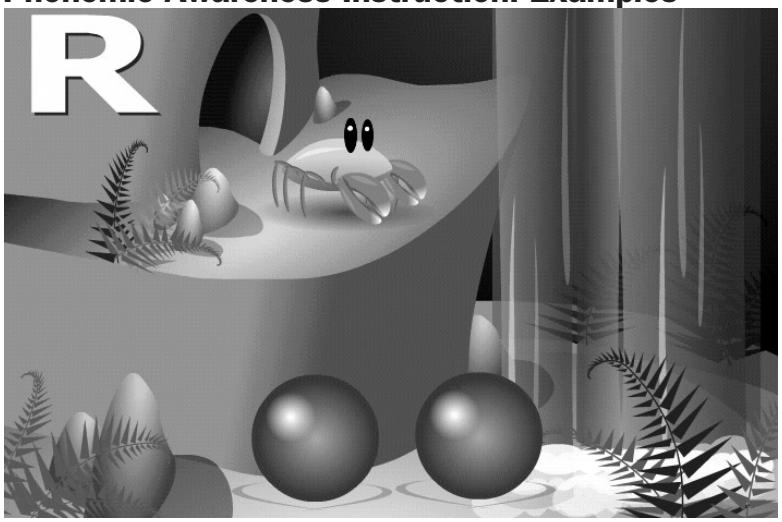
Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds, or *phonemes*, in spoken words.

Reading research concludes overwhelmingly that phonemic awareness is critical to both initial reading and continued development in reading skill (Adams, 1990; NICHD, 2000a & b). Without phonemic awareness, children are forced to rely on a strategy of memorizing whole words. A great deal of research by the National Institute of Child Health and Human Development (NICHD) finds that the lack of phonemic awareness is the root of reading disability and dyslexia.

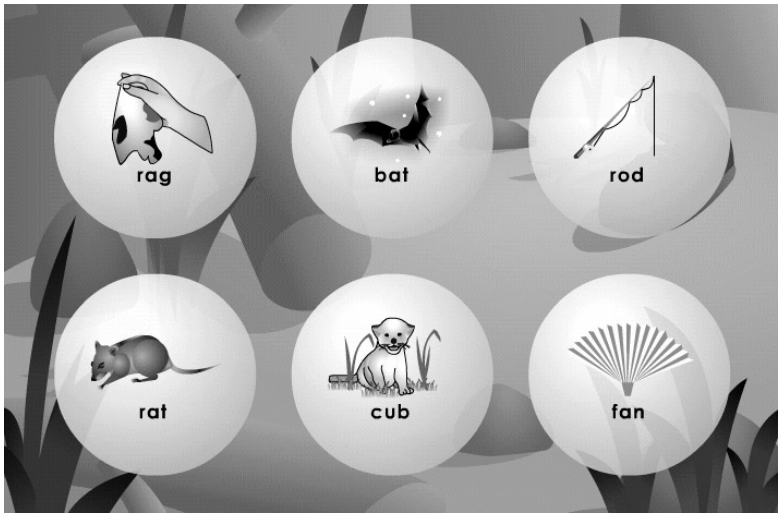
Five units in *Destination Reading Course I* (*DR Course I*) teach the skill of phonemic awareness directly and systematically. Through song, rhyme, manipulative activities, and explicit instruction, students learn that letters have both names and sounds. They learn to identify these sounds in isolation and to hear them in words.

In *DR Course I* activities, students are asked to discriminate certain sounds, to associate those sounds with their letter representations, and to identify those sounds in words.

Phonemic Awareness Instruction: Examples



Find the R Sound (*DR Course I*, Unit 4)
This is the letter R. R makes the sound /r/. This crab likes bubbles that make the sound /r/. Click each bubble to hear its sound. Then, drag the bubble that makes the sound /r/ to the crab.



Find the R Words (DR Course I, Unit 4)
Click all the bubbles with picture-words that begin with the sound /r/.

Phonics

Phonics is the understanding that there is a predictable relationship between *phonemes*, the sounds of spoken language, and *graphemes*, the letters and spelling that represent those sounds in written language.

Children apply phonics knowledge to unlock, or decode, unfamiliar words in

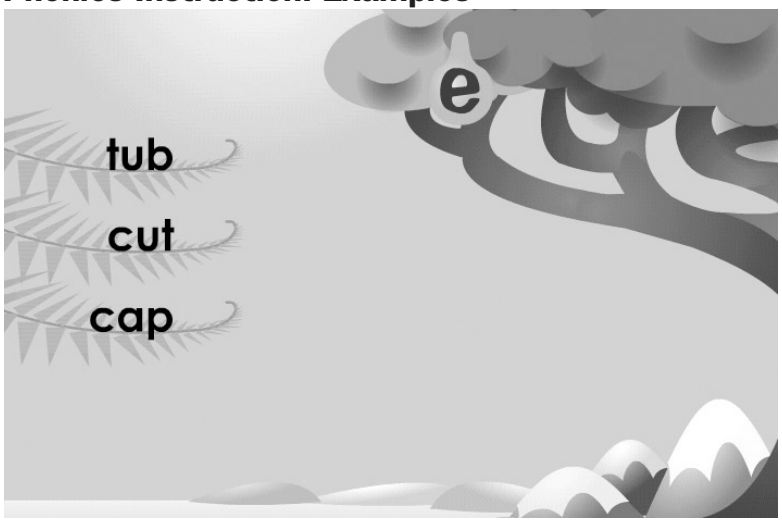
print. Research shows that systematic and explicit phonics instruction helps children from all socioeconomic levels learn to read and that the amount of instruction is related to their degree of success. Systematic phonics instruction is "…significantly more effective than instruction that teaches little or no phonics" (NICHD, 2000a, page 9).

Destination Reading teaches phonics concepts explicitly and systematically throughout *DR Course I* and continues this instruction in *Destination Reading Course II* (*DR Course II*) with more advanced word study. Students learn to convert letters into sounds and to combine those sounds to form words. They are also taught to interpret diphthongs, blends, and other advanced phonics concepts.

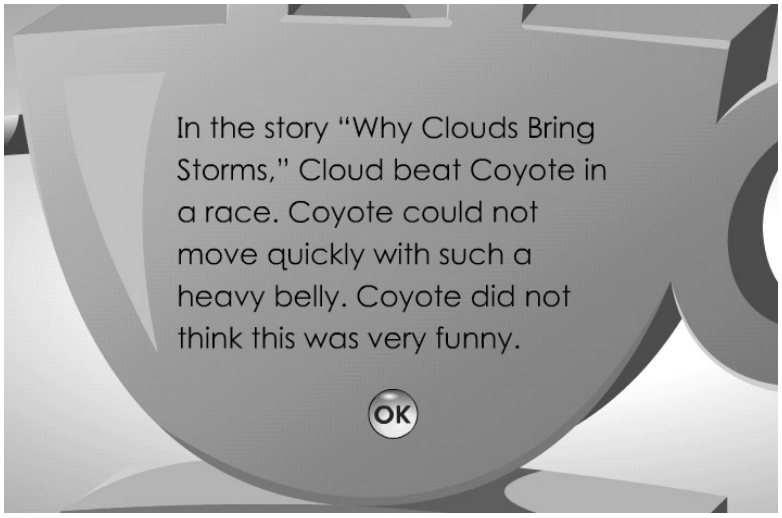
Phonics instruction is most effective when it is taught to children in kindergarten and early first grade, before they begin reading independently. There is also some research to indicate that children learn phonics concepts best when they practice those skills with texts that contain only the letters and sounds the children have learned so far.

Destination Reading begins phonics instruction in kindergarten (or prekindergarten) with *DR Course I*. From the start, students read decodable text written to reflect the phonics concepts and sight words they are learning. As *Destination Reading* progresses, the texts become more complex to reflect the students' growing phonics skills.

Phonics Instruction: Examples



Silent E Tree: Find the Word (*DR Course I*, Unit 8)
Let's add a silent e to make a new word! Add a silent e to make the word cute.


In the story "Why Clouds Bring Storms," Cloud beat Coyote in a race. Coyote could not move quickly with such a heavy belly. Coyote did not think this was very funny.
OK

Word Finder 26 (*DR Course II*, Unit 24)
The letters a, e, i, o, *and* u *are vowels. But did you know there's another letter that sometimes likes to act like a vowel? It's the letter* y. *Sometimes when it's acting like a vowel, it makes the long* e *sound, like in* baby, pretty, *and* funny. *Other times, it makes the long* i *sound, like in* my, cry, *and* fry. *Let's find words where* y *acts like a vowel. Click all the words with a long e sound spelled with a* y.

Fluency

Fluency is the ability to read text quickly and accurately.

Research has found that fluency is highly related to comprehension; students who are low in fluency may have difficulty getting the meaning of what they read (Pinnell, et al., 1995). A critical element of fluency is *automaticity*: the ability to recognize words quickly without sounding them out.

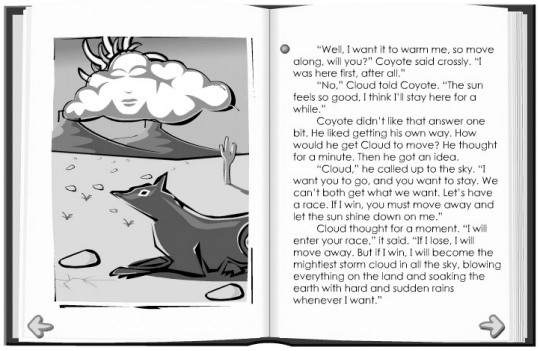
Research suggests that it is helpful for students to read a text many times, but under different conditions: For some readings they should read entirely alone; at other times they should read a text repeatedly with phrasing support; and for other readings they should get direct feedback and guidance (NICHD, 2000b).

Destination Reading provides a large number of opportunities to read text with different types of support. In most *Destination Reading* texts, students can click a single word or sentence to hear it read aloud, or they can click a green dot to hear the entire page. Some "decodable texts" in *DR Course I* do not have a "read aloud" button.

Students also practice automatic word recognition through a variety of activities that present sight words and phonics skills.

Fluency Instruction: Examples

Maria's Mail (*DR Course I*, Unit 14)
To hear this page read aloud, click the green dot.


"Well, I want it to warm me, so move along, will you?" Coyote said crossly. "I was here first, after all."
"No," Cloud told Coyote. "The sun feels so good, I think I'll stay here for a while."
Coyote didn't like that answer one bit. He liked getting his own way. How would he get Cloud to move? He thought for a minute. Then he got an idea.
"Cloud," he called up to the sky. "I want you to go, and you want to stay. We can't both get what we want. Let's have a race. If I win, you must move away and let the sun shine down on me."
Cloud thought for a moment. "I will enter your race," it said. "If I lose, I will move away. But if I win, I will become the mightiest storm cloud in all the sky, blowing everything on the land and soaking the earth with hard and sudden rains whenever I want."

Why Clouds Bring Storms (*DR Course II*, Unit 24)
To hear this page read aloud, click the green dot.

Vocabulary Development

Vocabulary is stored information about the meanings and pronunciation of words necessary for communication.

Building a vocabulary is a critical part of comprehension. There is solid evidence that vocabulary knowledge increases as the result of different types of vocabulary instruction (NICHD, 2000a & b). Effective instruction can be direct, as when new words are taught because they are needed for a specific text to be read (Dole, Sloan & Trathen, 1995; Tomeson & Aarnoutse, 1998), or it can be *indirect*, as when words are learned in context of reading a particular passage (Stahl, 1983; Robbins & Ehri, 1994). Finally, pre-instruction of vocabulary in reading lessons can have a significant effect on comprehension (Brett, Rothlein, & Hurley, 1996; Wixson, 1986).

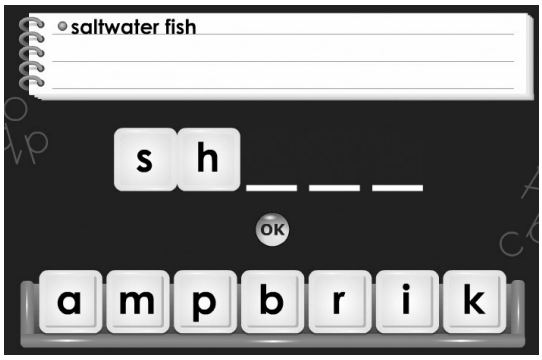
Research shows that a large portion of students' vocabulary words should be taken from content learning materials. Active engagement with vocabulary learning is best. And finally, computer technology is a powerful way to increase word learning. (NICHD, 2000b).

Destination Reading teaches vocabulary through a number of techniques that

research has shown to be effective. It presents some vocabulary directly and explicitly in advance of reading a text. It also presents vocabulary in the context of text itself. Finally, it follows some reading passages with several activities that draw on the vocabulary in the passages. In each case, students work actively with computer technology to learn new words.

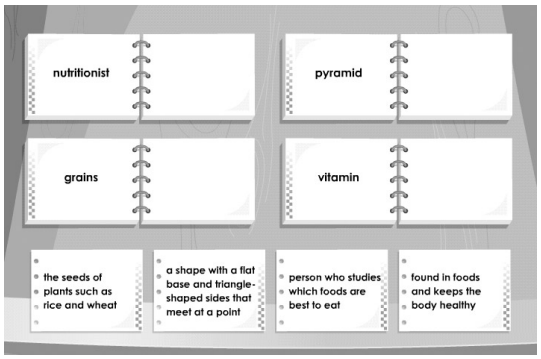
Because *Destination Reading* includes many text genres, it provides a variety of opportunities for students to learn new words in different content areas. Vocabulary reflecting written text, in contrast to the vocabulary used in speech, is carefully and systematically introduced.

Vocabulary Instruction: Examples



Mystery Word 1 (*DR Course I*, Unit 12)

It's time to play Mystery Word! Spell the word that matches this clue: saltwater fish.


nutritionist
pyramid
grains
vitamin
the seeds of plants such as rice and wheat
a shape with a flat base and triangle-shaped sides that meet at a point
person who studies which foods are best to eat
found in foods and keeps the body healthy

Make a Match: Vocabulary 1 (*DR Course II*, Unit 3)

When you're reading a magazine article, you may see some new words. You'll understand the article better if you know the definitions of the words. Remember, a definition is what a word means. Now here are some words from the magazine article you may have seen for the first time. Drag each definition on the bottom to fit with a word on top.

Comprehension

Comprehension involves understanding, remembering, and communicating with others about what has been read.

In research studies, five types of instruction have been shown to improve reading comprehension in normal readers.

- *Comprehension Monitoring*. When reading, students regularly check that they are understanding.
- *Cooperative Learning*. Peers can work together when they read a text, as they answer questions about a text, or as they discuss the use of the reading strategies.
- *Graphic and Semantic Organizers*. When students use story maps, flow charts, diagrams, or other graphic devices to describe the underlying semantic organization of a text, they develop a richer understanding of it. These devices seem to improve the memory of the text by structuring student recall.
- *Question Answering*. The straightforward task of answering questions about a text improves comprehension skills.
- *Summarization*. This strategy teaches students to write coherent summaries of what they have read.

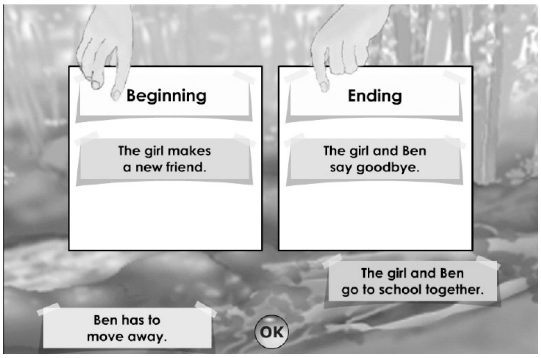
These teaching strategies are most effective when they are combined in a flexible, multi-strategy program where teachers and students interact over texts (NICHD, 2000b).

Throughout *Destination Reading*, students are challenged to draw meaning from print and to use that meaning in activities. Comprehension begins with tasks in the emergent literacy unit at the start of *DR Course I* and continues, unit by unit, all the way to the chapter books at the end of *DR Course II*. In comprehension activities, students are asked to:

- Connect the text to their own experiences.
- Formulate questions from the text.
- Monitor their comprehension while reading.
- Use graphic and semantic organizers.
- Answer questions after reading.

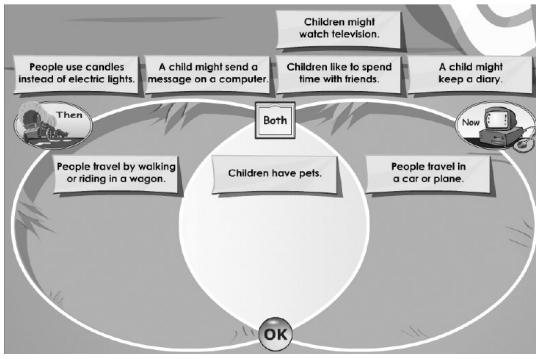
Comprehension strategies that are specific to different text genres are explicitly taught when students read those genres. This instruction includes defining the genre, looking at the organization of the text, studying the specific language and text features of the genre, and reviewing relevant concepts and vocabulary. For example, the genre of informational text is defined for the students to emphasize its purpose as providing facts to someone who needs to know them. The instruction explains the structural features of the text, such as headings.

Comprehension Instruction: Examples


Beginning
Ending
The girl makes a new friend.
The girl and Ben say goodbye.
The girl and Ben go to school together.
Ben has to move away.
OK

Sequence Events in a Story (*DR Course I*, Unit 7)

Books that tell a story have a beginning and an ending that are usually pretty different. Things that happen at the beginning of the story happen first. And things that happen at the end of a story are the last things you read about. These labels are either about the beginning or the ending of the story My Friend Ben*. Your job is to figure out which part of the story each label describes. Drag all the labels that describe the beginning of the story to this column. Drag all the labels that describe the ending of the story to this column.*


Children might watch television.
People use candles instead of electric lights.
A child might send a message on a computer.
Children like to spend time with friends.
A child might keep a diary.
Then
Both
Now
People travel by walking or riding in a wagon.
Children have pets.
People travel in a car or plane.
OK

Venn Diagram: Then and Now 1 (*DR Course I*I, Unit 8)

In the story Rebecca's Journey*, she writes about life in 1848. One section of this diagram is for words and phrases that describe life then. Another section is for words and phrases that describe life now. The overlapping section is for words and phrases that describe life both then and now. Look at the words on each label and decide whether they describe life then, life now, or life at both times. Then, drag each label to the correct section of the diagram.*

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